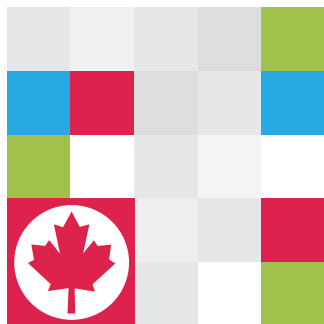




Education International
Internationale de l'Éducation
Internacional de la Educación



UNITE FOR QUALITY EDUCATION
Better education for a better world

Proceedings Report

Education International 7th World Congress

OTTAWA 2015



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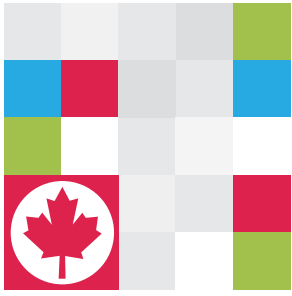
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UNITE FOR QUALITY EDUCATION
Better education for a better world



▲ Ottawa Catholic School
Board Children's Choir, town
crier Daniel Richer, aboriginal
dancers and drummers





▲ Opening performance

Congress Opening Session:

Tuesday 21 July – afternoon

OPENING OF THE CONGRESS

The 7th World Congress, 'Unite for Quality Education, Better Education for a Better World', opened with a video showing the establishment of Education International (EI) and its programmes around the world. It also included a compilation video of previous Congresses. This was followed by a cultural presentation including an Aboriginal performance with drumming and dancing, an introductory video to Canada, and the Ottawa Catholic School Board Children's Choir singing 'O Canada' and two other songs.

President Susan Hopgood welcomed all 764 delegates and 388 observers and guests to this 7th World Congress. She welcomed the Lieutenant Governor of Ontario, **Right Honourable Elizabeth Dowdeswell**, to the stage to officially open the Congress.

Elizabeth Dowdeswell said education is a driver of social justice and that everyone should have access to the best public education. She said she believed in the value of learning as a good in itself. Education gives people control over their lives, access to their proper inheritance, a more secure place in a more civilised society and the clearest, strongest, voice in the decisions of our time.

Bob Monette, Deputy Mayor of Ottawa, welcomed participants to Ottawa. Congress was also addressed by the **Honourable David Eggen**, Minister of Education and Minister of Culture and Tourism, Alberta, and the chair of the



▲ Opening Choir



▲ President Susan Hopgood



▲ Right Honourable Elizabeth Dowdeswell



Council of Ministers of Education, Canada. He said the theme of the Congress could not be more fitting, as there is not better cause to unite around than children gaining equal access to quality education.

In her Opening Address, President Susan Hopgood said that the resolution passed at the 6th World Congress in Cape Town, South Africa, to promote quality education had a significant impact. *"Our influence is felt, our views are listened to,"* she said, adding that EI's definition of quality education – quality teachers, learning tools, and environments – had been accepted by those it seeks to influence.

Hopgood drew delegates' attention to the post-2015 development agenda, the Human Rights Policy Paper before Congress, international trade agreements, girls' access to education, and the impact on education of global austerity. *"Teachers and trade unions are blamed directly for the irresponsible actions of banks and financial institutions,"* she said.

She underlined the importance of continuing to work to achieve Education For All (EFA) and securing education as a standalone Sustainable Development Goal. Whilst some 70 million additional children are in school today, 58 million children remain out of school. The Millennium Development Goal and the EFA targets had set their sights on making that number zero by end-2015, she said. However, whilst progress has been made, EI must double its efforts to achieve its goal of quality education for all.

Hopgood said that social justice would also be a focus of this Congress. She highlighted the need to recognise those who had their trade union rights violated by being prevented from travelling to Canada for the Congress. She also drew attention to gender inequality in education and attacks on schools and education facilities. *"Teachers and students must be able to teach and learn in safe environments,"* she said, asking Congress to recognise that quality education for all transforms societies and challenges those who see education as a threat to their power and authority.

"Another threat which demands our attention and our energy," she said, is "the impact of climate change and the irreversible harm we are inflicting on our environment". As a global organisation that champions education as the solution to many of the greatest challenges, she underlined, EI "must galvanise our members to confront the global warming challenge before it threatens our very existence".

The opening ceremony's keynote speaker was **Guy Ryder**, Director General of the International Labour Organisation (ILO). EI's success in doubling its membership has made it a success story in the international trade union movement, he said.

EI and the ILO have interlinked and mutually supportive mandates, he said. EI has an agenda for the decent work that the ILO exists to promote, and it is inconceivable that social justice can be realised if quality education is denied.

He said: *"Our world is one in which the value of things is more often than not denominated in the costs and the returns that the market can understand and measure. That is the logic of commodification – the commodification of education, or of labour. The logic which would dictate that the purpose of education can be no more than the development of productive capacity, and that the way to optimal employment outcomes is solely through the free operation of the market. This is a logic which needs to be opposed and which you are opposing."*

International law proclaims universal education as a basic right, he said. At the same time, the labour rights of EI's members – defined and protected by the conventions of the ILO – are also human rights.

Ryder also addressed the violation of educational workers' trade union rights, the possible inclusion of EFA in the Post-2015 Development Agenda, and the funding of education.

He also highlighted a sectoral dimension to the work that EI and the ILO do together. *"It includes the longstanding work that we do together to supervise the application of the ILO/UNESCO Recommendation on the Status of Teachers, an*

instrument you use to the very best effect to pursue the maintenance of the teaching profession as a highly qualified, properly compensated, respected and attractive career choice," he said.

An area of future cooperation involves the interaction between education and work, given the trend away from a seamless move from education to work and towards the need for lifelong learning.

President of the Canadian Labour Congress **Hassan Yussuff** addressed Congress, praising the great work of EI in promoting teachers around the world, and referring to the Unite campaign and to the campaigns undertaken by some of the Canadian unions.

A video was played, conveying greetings and words of welcome from the leaders of the Canadian education unions.

Congress Plenary Session I:

Day 1 – Wednesday 22 July – Morning

President Susan Hopgood opened the first session of Congress and introduced a video presentation paying tribute to deceased members of EI affiliates as well as deceased teachers and other education personnel killed in natural disasters or in violent incidents.

1.1 ADOPTION OF THE CONGRESS AGENDA

The President then opened the proceedings by proposing the adoption of the 7th World Congress agenda, and proposing to change the order of business to discuss the Amendments to the Constitution and Bylaws prior to the report of the Resolutions Committee. The changed agenda, moved by **Juçara Dutra Vieira**, and seconded by **Irene Duncan-Adanusa**, was adopted.

1.2 REPORT OF THE CREDENTIALS COMMITTEE

The Credentials Committee verifies and determines the allocation of delegate credentials and the voting rights of each member organisation at Congress.

The report was introduced by **Vice-President Juçara Dutra Vieira** and seconded by **Vice-President Dennis Van Roekel**. She indicated that the report included information on dues paid, votes and delegates assigned, based on calculations made by the EI secretariat after the extended final deadline for paying dues on 30 June 2015.

Juçara Dutra Vieira highlighted changes included into the dues payments documentation between 26th of June and the opening of Congress.

In that period, dues payments were received from the following organisations:

AFT, United States; ETA, Ethiopia; UNNOH, Haiti; UNSA Education, France; PTUZ, Zimbabwe; ZNP, Poland; SESTUZ, Zambia; SNE-FDT, Morocco; KTU, Korea; SNEP, Rwanda; SYNEDEC, Rwanda; FENECO-UNTC, Democratic Republic of the Congo; CNEH, Haiti; TUS, Serbia; LTTU, Lesotho, SNETAA-FO, France; SNAT, Swaziland; SYNESED, Djibouti; ACT, Philippines; NZPPTA, New Zealand; BOSETU, Botswana; SYNEC, Central African Republic; TOPPS, Philippines; SYNADDEEPCI, Ivory Coast; ISTT, Egypt; FESER, Cameroon; FENASYET, Togo; SYNATREB, Niger.

These dues payments, received after 26th of June, impacted the voting strength of the following organisations: AFT, United States; ETA, Ethiopia; UNNOH, Haiti; UNSA Education, France; PTUZ, Zimbabwe; ZNP, Poland; SESTUZ,



▲ Bob Monette



▲ David Eggen



▲ Guy Rider



▲ Hassan Yussuff



▲ Juçara Dutra Vieira



▲ Dennis Van Roekel



Zambia; SNE-FDT, Morocco; KTU, Korea; SNEP, Rwanda; SYNEDUC, Rwanda; FENECO-UNTC, Democratic Republic of the Congo; CNEH, Haiti.

The Vice President also highlighted that – following a decision of the 45th Executive Board meeting, four organisations who did not pay dues for the period 2013-2015 had been excluded from membership: CONMERB, Bolivia; POSDEP, Greece; FSPE, Guinea; CETO, Lebanon.

The Committee was composed of Juçara Dutra Vieira (El Vice-President and Chair; CNTE/Brazil), Agni Deo Singh, (FTU/Fiji), Jean Kamdem, (FESER/Cameroun), Mike Jennings, (IFUT/Ireland), and Cassandra Hallet DaSilva, (CTF-FCE/Canada).

The Credentials Committee report was adopted.

1.3 APPOINTMENT OF THE ELECTIONS COMMITTEE

The Elections Committee ensures that all elections during Congress are conducted fairly and in accordance with the Constitution and By-laws.

The Executive Board recommended that the following members, representing all regions, should compose the Elections Committee:

| | |
|-----------------------|---|
| Anders Rusk (M) | OAJ/Finland (ETUCE - Europe) (Chair) |
| Joseph Jovellanos (M) | SMP-NATOW/Philippines (Asia-Pacific) |
| Eduardo Pereyra (M) | CTERA/Argentina (Latin America) |
| Wilson Sossion (M) | KNUT/Kenya (Africa) |
| Sharon Alward (F) | CAUT/Canada (North America and Caribbean) |

The composition of the Elections Committee, moved by Dennis Van Roekel and seconded by Ryosuke Kato, was adopted.

1.4 NOMINATION OF TELLERS

The tellers were appointed by the President. They were announced as follows:

Latin America:

| | |
|---------------------------|-------------------|
| Monica Gamarra-Parodi (F) | FUMTEP/Uruguay |
| Gladys Pajuelo Oncoy (F) | SUTEP/Peru |
| Maria Vicenta Vasquez (F) | ANDES/El Salvador |

Asia-Pacific:

| | |
|------------------------|-----------------------|
| Sulabha Arun Donde (F) | AIPTF/India |
| Kasturi Sree Devi (F) | AISTF/India |
| Milagros Ogalinda (F) | SMP-NATOW/Philippines |

Africa:

| | |
|------------------------------------|--------------------------------|
| Jeanine Gabrielle Ngungu Kwate (F) | FENECO-UNTC/DR of Congo |
| Glenda Boyes (F) | NAPTOSA/South Africa (Reserve) |

ETUCE-Europe:

| | |
|-------------------------------------|--------------|
| Gitta Franke-Zöllmer (F) | VBE/Germany |
| Augusto Alexandre da Cunha Dias (M) | FNE/Portugal |
| Samidha Garg (F) | NUT/UK |

North America:

| | |
|--------------------|----------------------------|
| Gewan Durga (M) | T&TUTA/Trinidad and Tobago |
| Karine Grimard (F) | CSQ/Canada |
| Ashanti Rankin (M) | NEA/United States |

1.5 RULES OF DEBATE

The Rules of Debate as adopted at the 6th World Congress were proposed by Vice-President **Ryosuke Kato** and seconded by Vice-President **Irene Duncan Adanusa**.

The Rules of Debate were adopted.

1.6 AMENDMENTS TO THE CONSTITUTION AND BY-LAWS

Amendment (1) to By-law 3 (section e) of the Constitution (Committee of Experts on Membership) was moved on behalf of the **Executive Board** by Dennis Van Roekel and seconded by Patrick Roach.

The amendment was carried.

Amendment (2) to By-laws 8 and 10 (Committees of the Congress, Resolutions and Amendments) proposed amendments to the structure and operations of the World Congress Resolutions Committee. It was moved on behalf of the **Executive Board** by Dennis Van Roekel and seconded by Patrick Roach.

Mary Compton (**NUT/UK**), spoke against the amendment, saying the Resolutions Committee could be composed of five members and reflect all EI regions, but should not be appointed by the Executive Board. Patrick Roach replied that the ad-hoc committee was put in place to strengthen the democratic perspective. Its main role, he said, is to organise resolutions before Congress and to add to the clarity and coherence of the documents submitted for adoption.

The amendment was carried.

Amendment (3) to Article 19 (c) of the Constitution (consequential to changes governing special agreements adopted by 6th World Congress), was proposed on behalf of the **Executive Board** by Dennis Van Roekel and seconded by Patrick Roach.

The amendment was carried.

Amendment (4) to Article 10 (c) of the Constitution (Membership of the Executive Board), to By-Law 8 (a) (Credentials Committee), By-Law 14 (Elections), and By-Law 14 (b) (Elections) was withdrawn by the proponent organisation, **NTEU/Australia**.

Amendment (5) to Article 10 (d) of the Constitution (Executive Board [terms of office]) was moved by Michelle Olivier (**SNUipp-FSU/France**) and seconded by Manuela Mendonça (**FENPROF/ Portugal**). This sought to limit the General Secretary's term of office to three years.

Dennis Van Roekel, **EI Vice-President**, spoke against the proposed amendment on behalf of the Executive Board. He said that EI's founding documents recognised the uniqueness of the General Secretary's role and that the procedures around that role remain as they are.

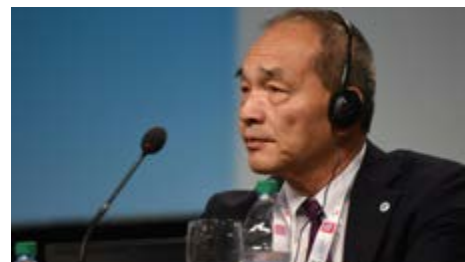
The amendment was lost.

Amendment (6) to Article 10 (d) of the Constitution (Executive Board) sought to ensure that the General Secretary be re-elected to two additional terms of office rather than having an unlimited number of terms. The amendment was moved by Awa Wade (**UDEN/Senegal**) and seconded by Odile Cordelier (**SNES-FSU/France**).

The amendment was lost.

Amendment (7) to Article 18 (b): Finances of the Constitution concerned the Publication of Annual Financial Report was withdrawn by the proponent organisation, **SNES-FSU/France**.

Amendment (8) to Article 19 (a) of the Constitution (Membership Dues) sought to link the payment of dues to the salaries of teachers. It was proposed by Florian Lascroux (**SNES-FSU/France**) and seconded by Claudio Franchi (**FLC-CGIL/Italy**).



▲ Ryosuke Kato



▲ Claudio Franchi



▲ Michelle Olivier



▲ Florian Lascroux



▲ Awa Wade



Speaking against the proposal, **El Vice-President** Dennis Van Roekel, on behalf of the Executive Board, said the current calculation of dues was linked to GDP and/or GNI of a given country, because it was difficult to reliably receive information on teachers' salaries.

The amendment was lost.

1.7 REPORT FROM RESOLUTIONS COMMITTEE

Resolutions Committee Chair **Patrick Roach** stated that the amendments to the Human Rights Policy Paper and the Education Policy Paper would be presented as enabling resolutions, i.e. technical resolutions and not subject to amendment.

Resolutions were being discussed for inclusion as composite resolutions. In addition, 10 urgent resolutions had been proposed. Finally, an agreed statement on Palestine and Israel is to be presented at Congress.

The report was carried.

1.8 ADDRESS BY CAMILLA CROSO, PRESIDENT OF THE GLOBAL CAMPAIGN FOR EDUCATION

Camilla Croso told Congress that the framework of human rights could not be linked with homogenisation, individualisation, hierarchies, and marketisation if social rights and environmental rights are to be supported.

She highlighted that at the recent Third Conference for Financing of Development in Addis Ababa, it was made clear that privatisation and commodification of public services are rising due to costs. In addition, there are more trade agreements limiting public services, including GATS, TISA, etc. Civil society organisations, students, and teachers are being repressed and their rights are being violated in many countries. She called for justice and support for teachers who have experienced such violence.

Croso added that teachers are being forced to make students take tests as a means of making money. Education packages are being sold by companies such as Pearson. These packages do not facilitate students to think outside of the box. This development does not allow for quality education, so it is important that education workers get all the support they need to provide quality education.

She underlined the importance of joint activities to define the post-2015 agenda. *"The challenges ahead of us are crucial," she said. "We have to work together to provide human rights and to support public education. By continuing to work together, we support the other members of the campaign."*

1.9 PROGRESS REPORT 2011-2015

The President invited the **General Secretary** to present the Progress Report 2011-2015.

The General Secretary told Congress that his Quadrennial Report was a summary of what EI had done to carry out the decisions made at the 6th World Congress.

He outlined that 39 organisations from 28 countries were admitted as members of EI since 2011, bringing EI's membership to over 32 million since 1 April 2015. The Unite for Quality Education campaign, launched on 6 October 2013, was also another indicator of EI's success, with 319 campaign programmes and events organised in 61 countries involving one-third of EI's membership. This led to the intention by the UN to include education as a stand-alone goal in its post-2015 development agenda. And Education Support Personnel have been brought to the forefront of EI activities.

Other achievements since the 6th World Congress include the establishment of national, bilateral dialogues on education policies between affiliates and Education

Ministers of countries that are part of the Global Partnership for Education; the creation of an EI/OECD multilateral mechanism for consultation and dialogue on the future of the teaching profession; the adoption of ILO policy guidelines on qualifications, working conditions and the professional status of Early Childhood Education personnel; and the launch of an International Protocol on the introduction and use of ICT in education for public authorities and technology corporations.

He identified three setbacks: (i) The UN Millennium Development Goal - Universal Primary Education For All Children by end-2015 - has not been accomplished; (ii) conservative and austerity policies are placing public services, including education, under attack; and (iii) worldwide inequity and poverty are on the rise.

The General Secretary reflected on the surge of private sector initiatives in education, with the support of organisations such as the World Bank which claimed that low-fee for-profit education will help poor countries achieve their EFA targets. Edu-businesses try to increase their profit margins by using teaching templates and scripts while employing unqualified personnel paid at a fraction of a teachers' salary.

EI needs to help those teachers to organise, become true professionals, and establish a dialogue with their employers. EI will continue to resist any attempt to weaken the public school system. Within the framework of the Unite for Quality Education campaign, EI has launched a new programme to counter privatisation and commercialisation and to challenge those public authorities that allow or invite the education sector to be invaded by profit seekers and to directly confront the involved enterprises.

The General Secretary highlighted work EI is doing internationally (i) to advocate against the Trade in Services Agreement (TISA), (ii) to lobby successfully in the ILO for policy guidelines for ECE colleagues, (iii) to prioritise the teaching profession in UNESCO and the UN in the post-2015 education agenda, (iv) to secure dialogue mechanisms in the OECD, and (v) to influence spending of education development aid on improving quality teaching in the Global Partnership for Education.

Challenges still exist in terms of the World Bank's favouring of private sector initiatives, the numbers of teachers globally on fixed-term contracts, the lack of inclusion of teachers in dialogue with public authorities around education reform, and the need to reclaim the profession internationally and provide a framework for affiliates' professional work at the national level.

Independent education unions are vital to the teaching profession, not least to highlight the protection of international human and trade union rights standards. Human rights have been violated in countries such as Cambodia, Ecuador, Fiji, Honduras, Korea, Swaziland, Turkey, and Uzbekistan, with direct attacks on trade unionists in Iran and Bahrain. Bargaining rights have been under attack in Denmark, the US, Spain, and the UK.

However, there have been achievements, though work remains to be done with regards to indigenous peoples, gender equality, gender-based violence in schools, and LGBT rights.

EI's task, now, he said, *"is to forge, from our trade union and professional experience and from the considerable wisdom that we have gathered, a global instrument or tool that is both powerful and precise; an instrument that we, together, can employ to enhance education systems, restore our profession, advance our trade unions and build fairer, more democratic societies"*.

In the discussion that followed, 31 delegates raised points. They have been grouped here according to the theme addressed rather than chronology:

Austerity

Jacques Paris (**FNEC.FP-FO/France**) gave his support to EI in its struggle to support its members in the fight for quality education and against austerity. He said unions needed to be careful of the measures being put in place in the



▲ Patrick Roach



▲ Camilla Croso



▲ Fred van Leeuwen



▲ Jacques Paris



name of austerity, citing the case of Greece and also France where, he said, teachers' wages have not been increased since 2010.

Indigenous Peoples

Terry Mason (**NTEU/Australia**) asked how long indigenous peoples must wait for an EI ad-hoc committee on indigenous issues.

Palestine/Israel

Christine Blower (**NUT/UK**) called for more than a statement in order to petition governments for a just and lasting peace between Palestine and Israel. Safe schools are necessary for every child's right to education, adding that the rate of rebuilding (including schools) in Gaza is slow. Joseph Wasserman (**ITU/Israel**) said education professionals need to discuss and fight for issues that are relevant, adding that it is important to ensure free access to quality education for all.

Privatisation

Jean Kamdem (**FESER/Cameroon**) said EI had protected public sector education pupils and teachers against the economic crisis and privatisation and in favour of quality education and quality environment. Nehme Mahfoud (**TSL/Lebanon**) said there was a difference between privatisation and private schools, urging that both terms not be confused.

Trade union rights and struggles

Tobokani Nicholas Rari (**BOSETU/Botswana**) said that education was classified as an essential service in Botswana, together with health and transportation. He highlighted difficulties in Botswana and called for a definition of essential services, so that a committee could be set up to decide what constitutes an essential service in line with ILO recommendations.

Randi Weingarten (**AFT/US**) said that violence did not just happen in Iran and Nigeria, but also in the US and Norway and other places. She called on member organisations to stand up against all forms of violence.

Taher Dhaker (**SGEB/Tunisia**) said the Arab Spring, although partially successful, also turned into destruction and civil war, allowing terrorist groups to create a climate of instability and lawlessness that led to a suppression of freedoms and people's rights. This also led to a deterioration of working conditions in education.

Lasse Bjerg Jørgensen (**BUPL/Denmark**) said lifelong learning for all will never be a reality if boys and girls do not have access to early childhood education and free quality education for all.

Congress Plenary Session II:

Day 1 – Wednesday 22 July – Afternoon

2.1 CONDUCT OF ELECTIONS

The Chair of the Elections Committee, **Anders Rusk** (OAJ), explained that the submission of nominations and the number of candidates for the positions of President, Vice-Presidents and General Secretary, met the requirements of the Constitution and by-Laws. The following individuals were thus declared elected:

| | | |
|--------------------------|--------------------------|--------------------|
| President | Susan Hopgood | AEU/Australia |
| General Secretary | Fred van Leeuwen | AOB/Netherlands |
| Vice-Presidents | Mugwena Malueke | SADTU/South Africa |
| | Marlis Tepe | GEW/Germany |
| | Roberto Franklin de Leão | CNTE/Brazil |
| | Lily Eskelsen García | NEA/United States |
| | Yasunaga Okamoto | JTU/Japan |

The Chair of the Elections Committee then outlined the procedure for the election for Regional Seats and Open Seats on the Executive Board.

2.2 PROGRESS REPORT 2011-2015 (CONT.)

Terrorism and fundamentalism

Boujarra Hassine (**FGESRS/Tunisia**) said terrorism threatened whole countries, including Tunisia.

Nbueke Adovi Goeh-Akue (**FENASYET/Togo**) said unions in Africa needed the support of EI in the struggle against fundamentalism.

Angela Wijesinghe (**ACUT/Sri Lanka**) said terrorism in all its forms must be condemned.

Blanca Avalos Barrios (**OTEP-SN/Paraguay**) highlighted several concerns: authoritarianism, imprisonments, lack of sovereignty, militarisation, tax dodging and avoidance, terrorism and violence, drug problems permeating institutions, and strikes deemed illegal by governments. She invited the EI president to Paraguay.

James Tweheyo (**UNATU/Uganda**) said about 100,000 children from Burundi were living in camps in Uganda without access to education. Albinos are being killed and fear going to school, he said, calling on Congress to do something to provide albino children with education.

Trade union issues

Odile Cordelier (**SNES/France**) said efficient union strategies were needed to deal with salaries, working conditions of teaching staff and ESP, and social dialogue.

Sławomir Broniarz (**ZNP/Poland**) said Poland, like many other countries in Eastern Europe, had liberated itself from the hegemony of the Soviet Union. It is now developing democratic structures, recognising rights and democracy, reinforced by the free market. However, it is also seeing a decrease of investment in education, a low level of salaries, a decrease in the quality of education, the introduction of measures limiting the power of trade unions and freedom of speech.

Dorte Lange (**DLF/Denmark**) thanked EI for its solidarity during the four-week lockout of teachers in Denmark. The DLF's struggle for collective agreements



▲ Terry Mason



▲ Randi Weingarten



▲ Anders Rusk



▲ Elections



▲ Boujarra Hassine



▲ Odile Cordelier



continues to strive to achieve quality education and to build a global movement against the so-called GERM.

Agni Deo Singh (**FTU/Fiji**) said Fiji was also experiencing rights violations and an ILO Commission of Inquiry was forthcoming into the violation of ILO Conventions by Fiji's government. The rights of teachers had also been removed, with reduced salaries and no consultations with legitimate teacher representatives.

Valery Nsumpi Kamunga (**CSC-Enseignement/DRC**) highlighted issues in the DRC, saying that primary education was not free and that education is not a priority for the government. Teachers have very low salaries, many children do not attend school; there is a poor infrastructure, no budget for equipment, and no social dialogue.

Etanislao Castillo Reynoso (**ANPROTED/Dominican Republic**) asked for EI's help to call on governments to ratify the ILO Convention on the rights of unions and collective bargaining.

Natural disasters

Marcellino Nerkust (**KOB/Suriname**) said teachers in Suriname were looking for support after schools had been damaged in storms.

Saa Philip-Joe (**ALPO/Liberia**) said that teachers in Liberia now had extra duties because of the Ebola crisis, including the need to advise children about basic sanitation. In addition, they are working without the necessary equipment to ensure the safety of all children.

Higher Education and Research

Jens Vraa-Jensen (**DM/Denmark**) acknowledged the work being done within the Bologna Process to develop higher education in Europe. He called for more attention to be given to the need for a supportive environment for higher education in Europe.

Patrick Monfort (**SNCS-FSU/France**) said research in higher education is key to understanding what is happening around privatisation. EI must fight for young people to pursue higher levels of education and to increase its focus on building the research in its higher education unions.

Israel/Palestine

Itamar Marcus (**ASSTI/Israel**) said that it was counter-productive to blame Israel for the Palestinian failure. The ASSTI unites all educators from all cultures and religious backgrounds, he said, calling on Palestine to start educating its people in peace and solidarity.

EI work and organisations

MaryAnne Redman (**BSTU/Barbados**) raised the General Secretary's allusion to the establishment of a new EI structure for North America and the Caribbean. She said the closure of the sub-regional office in St. Lucia has had a negative effect on affiliates in the region and called for an office to be opened as a matter of urgency.

Privatisation

Maouloud Ben Kattrra (**SNEC-UNTM/Mali**) said two issues need to be addressed: defending public education and refusing private sector financing. He asked for EI help to advocate for and finance public education.

Takavafira Zhou (**PTUZ/Zimbabwe**) said that, in Zimbabwe, students are working to learn in schools operated by private companies. Union action to stop these schools has led to a withdrawal of private company run schools with the union being blamed by parents for the absence of education.

Sulabha Donde (**AIFTO/India**) said that privatisation of primary education in India has led to stress for small children. Donde called for EI's help, along with

that of other international organisations and civil society organisations, to take steps for stress-free and joyful learning environments for children in India.

At the end of the discussion, the Progress Report was received.

2.3 RESOLUTIONS AND POLICY PAPERS

GROUP A: RESPONSE TO PRIVATISATION, COMMERCIALISATION, AND FINANCING

President Susan Hopgood invited **Irene Duncan-Adanusa** to chair the debate on the first two resolutions, Group A: Response to Privatisation and Commercialisation and Financing.

PRIVATISATION AND COMMERCIALISATION IN AND OF EDUCATION

Resolution 1.1 was introduced and moved on behalf of the **Executive Board** by Susan Hopgood and seconded by Randi Weingarten (AFT/USA).

Susan Hopgood explained that privatisation in education had grown rapidly, aggravating inequality in education and, in some cases, creating competitive rather than learning environments. The resolution sought to mandate the Executive Board to gather and disseminate information on private actors in education, develop a global response strategy directed at governments, launch a global campaign (as a continuation of the UNITE for Quality Education campaign) to respond to outsourcing and involvement of private actors in education, strengthen the campaign capacity of EI member organisations, and encourage all affiliates to mobilise membership and allies. The resolution would establish an EI Task Force on Privatisation and Commercialisation of Education to guide, inform and monitor the work and help with further policy development in this area.

Amendments:

Amendment (a) to insert “from early childhood education through higher education” after the first three words, “Reaffirming that education”, in paragraph 1 of the resolution was moved by Gerri Franco (NEA/USA) and seconded by Terje Skyvulstad (UEN/Norway).

In support of amendment (a), Yobana Salinas Arancibia (SINDI2/Chile) said EI had helped Chile to reclaim some democratic space but that Chile was one of the countries with the most privatisation in Latin America, not just in education but also in health and housing. Sandra Wahlström (Läraryrbundet/Sweden) said the issue of commercialisation affects all levels of the school system.

Amendment (a) was carried.

Amendment (b) to add “and to do this in consultation and negotiation with representatives of teachers’ unions” at the end of paragraph 1 of the resolution was moved by Kevin Courtney (NUT/UK) and seconded by Sally Hunt (UCU/UK). Kevin Courtney said the edu-business globally was a \$5 billion trillion dollar business. This amendment sought to give a proper place for teachers’ views whereas privatisers were seeking to reduce teachers’ voices.

Amendment (b) was carried.

Amendment (c) to delete all in paragraph 9 of the resolution after “casualization of” and insert “the terms and conditions of employment of education personnel, which are detrimental to the quality of education services” was moved by Eric Pronovost (CSQ/Canada) and seconded by Odile Cordelier (SNES-FSU/France). Eric Pronovost said an increase in students and a lack of trained teachers leads to poorer quality education.



▲ Itamar Marcus



▲ Maouloud Ben Kattrra



▲ Salubha Donde



▲ Irene Duncan-Adanusa



▲ Kevin Courtney



▲ Eric Pronovost



Amendment (c) was carried.

Amendment (d) to delete all after “alter” and substitute “the working conditions of education personnel and undermine their professional status and rights” in paragraph 11 of the resolution was moved by Eric Pronovost (**CSQ/Canada**) and seconded by Fátima da Silva (**CNTE/Brazil**). Eric Pronovost denounced the management that focuses on outcomes only. Everyone in education must be recognised as being part of the education sector, including education support personnel and professional teachers.

Amendment (d) was carried.

Amendment (e) to insert a new paragraph between paragraphs 12 and 13 of the resolution was moved by Jeannie Rea (**NTEU/Australia**) and seconded by Yamile Socolovsky (**CONADU/Argentina**). Jeannie Rea wanted to highlight the impact of privatisation in higher and further education. The proliferation of for-profit companies in education led to competition for students, cutbacks in funding for public universities, and increased subsidies to the private sector. This violates the rights of staff who struggle to hold on to academic freedom. Yamile Socolovsky said it was important to include higher education sector and refer to its specific challenges.

Amendment (e) was carried.

Amendment (f) was withdrawn by **NTEU/Australia**.

Amendment (g) to delete “consider” and substitute “recognize” in paragraph 15a of the resolution as printed was moved by Maury Koffman (**NEA/USA**) and seconded by Terje Skyvulstad (**UEN/Norway**). Maury Koffman said that the NEA wanted a more actionable word than ‘consider’ which is used in English to refer to thinking about something.

Amendment (g) was carried.

Amendment (h) to delete the word “teachers” and insert “education personnel” in paragraph 15b as printed of the resolution was moved by Eric Pronovost (**CSQ/Canada**) and seconded by Odile Cordelier (**SNES-FSU/France**). Eric Pronovost said that all support staff should be visible and should be related to all structures of the organisation. CSQ requested EI to try to adapt its policy papers and resolutions. ESP are essential for the success of children around the world.

Amendment (h) was carried.

Amendment (i) to insert the words “in accordance with their statutes and rules of procedure” between “Urges EI member organisations,” and “to organise” in paragraph 15d of the resolution as printed was moved by Michelle Olivier (**SNUipp-FSU/France**) and seconded by Odile Cordelier (**SNES-FSU/France**).

Amendment (i) was carried.

Amendment (j) was withdrawn by **NTEU/Australia**.

Thirteen interventions were made by delegates, summarised below:

Fátima da Silva (**CNTE/Brazil**) said education is a fundamental human right and educators need to be protected against privatisation.

Paul Goulter (**NZEI Te Riu Roa/New Zealand**) supported the resolution and EI’s campaign against privatisation.

Lily Eskelsen García (**NEA/USA**) urged affiliates to work on this in their own countries, that this global threat required a global response.

Francisca Castro (**ACT/Philippines**) said there was a need to fight the neoliberal agenda and public-private partnerships (PPPs), to protect schools from attack, and to protect the right to education of all Indigenous Peoples.

Dianne Woloschuk (**CTF-FCE/Canada**) supported the resolution, saying it laid the groundwork for a global campaign. She highlighted how, in Canada, the federal government was failing in its responsibility to provide funding for education for Aboriginal and First Nations people. This failure laid the groundwork for private agencies to come in and look like they were offering a positive solution for these problems.

Maria Rönn (**Lärarförbundet/Sweden**) supported the resolution, saying that profit-making in education needs to be curbed. The right to education must be ensured, along with students' rights to free quality education and teachers' rights to decent working conditions, she said. ILO conventions ensure a number of rights but they are not respected in all countries, she added, saying a global response would give access to the experiences of other countries.

Steffen Handal (**UEN/Norway**) said the UEN strongly opposes privatisation and commercialisation. It was not possible to adopt the Sustainable Development Goal of quality education while pushing for privatisation and austerity measures, he noted.

Wilson Sossion (**KNUT/Kenya**) supported the resolution, saying that, in Kenya, the response to the EFA goals was a massive growth of private education institutions. Private institutions now account for 30 per cent of schools in Kenya, he noted. This resolution was vital, he said, because it would help to systematically approach the issue of privatisation.

Mary Bousted (**ATL/UK**) said a UK report, "Education Not For Sale", showed that 15 per cent of teachers working in free schools in the UK had no teaching qualification, with many of these schools having unacceptable learning environments. She noted that problems arise when teachers are not treated with respect. In the UK, there is a teacher recruitment and retention crisis resulting from privatisation and fragmentation.

Correna Haythorpe (**AEU/Australia**) urged delegates to make this resolution their call to action, commending EI for its leadership on this issue.

Luis Manuel Hernández León (**SNTE/Mexico**) supported the resolution, adding that the growing tendency towards privatisation attacks public schools and public education. He urged support for the resolution with actions to prevent public resources from being used by private agents and companies that view young people and students as goods and schools as market places. Defending public schools is a synonym of being equal and supporting public financing, he said.

Tarsicio Mora (**FECODE/Colombia**) said that privatisation was still a problem, mainly due to economic agreements at global level. He urged that 20 November, Universal Children's Day, be a day to rally for the right to education.

Pedro Hernández Castillo (**FECODE/Colombia**) supported the resolution, urging for a reclamation of the rights to education, trade unionism, and collective bargaining. He said education workers should be consulted for each process. He highlighted how the university sector is becoming more precarious with personnel working in precarious environments. He urged delegates to mobilise for young people as well on World Teachers Day on a global level. FECODE would like EI to start to fight for a new global order and make society more humane, he concluded.

Resolution 1.1 as amended **was carried**.

The resolution mandates EI's **Executive Board** to launch a global campaign that engages affiliates and allies to respond to the growing trend to outsource to private actors and involve them in education-related activities and services. It also mandates the Board to establish an EI Task Force on Privatisation and Commercialisation of Education.



▲ Francisca Castro



▲ Wilson Sossion



▲ Dianne Woloschuk



▲ Steffen Handal



▲ Fátima da Silva



▲ Correna Haythorpe



EDUCATION POLICY PAPER

The Enabling Resolution on Privatisation of Education Services (Addendum 1 to Education Policy Paper: Privatisation of Education Services) was moved by Susan Hopgood on behalf of the **Executive Board** and seconded by Randi Weingarten (AFT/USA).

Susan Hopgood said efforts to privatise and commercialise education can undermine the right to education, exacerbate education inequality, undermine labour relations, and can have destructive effects on rights and working conditions of education personnel.

Governments have the responsibility to ensure that there is free, accessible and publically-funded quality education for all, she said. Yet, privatisation, deregulation, and reduction of public services are particularly dangerous in the context of a dual ambition to reduce government deficits and expand education.

All education providers should be subject to the same rules, covering areas such as equitable access, highly trained, qualified education staff and full respect for all rights, in particular the rights to organise and bargain collectively.

There were no speakers to this resolution.

The enabling resolution was carried.

Amongst the additions to the Policy Paper are an expression of EI's opposition to the implementation of privatisation policies, deregulation, and the reduction of public services in the name of reducing government deficits and expanding education.

2.4 ADDRESS BY JORDAN NAIDOO, UNESCO DIRECTOR FOR EDUCATION FOR ALL AND INTERNATIONAL EDUCATION COORDINATION.

UNESCO's Deputy Director, **Jordan Naidoo**, said UNESCO and EI had been key partners for a long time, with EI playing a critical role during the past 15 years supporting UNESCO's leadership of the Education For All agenda. This partnership was never more important than in the final deliberations on the Sustainable Development Goals (SDGs) to be adopted at the UN General Assembly in September.

He highlighted the importance and achievement in securing education as a stand-alone goal—SDG Goal 4—and said education should be incorporated into other SDGs, including those focused on health, economic development, and gender equality. This was part of an agenda, reinforced at the World Education Forum 2015 at Incheon, Republic of Korea, that rests on the principle that education is a public good and a human right and must be free and compulsory and available to all without discrimination.

"It is no surprise that the SDG 4 and Education 2030 mirror the EI campaign Unite for Quality Education," he said. "Central to the new agenda is that realising the right to quality education means that every learner is taught by a qualified, motivated and professionally supported teacher within well-resourced and effectively governed systems."

Ensuring that qualified, professionally trained, motivated, and well-supported teachers are available for all learners is essential for addressing today's key education challenges in poor and rich countries alike. The quality of an education system can exceed neither the quality of its teachers nor the quality of its teaching, he said.

He called on all partners to collectively support countries in implementing the 2030 education agenda, by providing technical advice, capacity development and financial support based on their respective mandates and comparative

advantages, and building on complementarity. And, he said, that with the increasing trend towards privatisation and the suggestion that the use of information and communication technologies will solve all the challenges in education, the role of teachers and the partnership between EI and UNESCO assumes greater importance.

A video was played to Congress with fraternal greetings from **Irina Bokova**, Director-General of UNESCO, in which she outlined the full commitment of UNESCO to education as a human right and public good.

2.5 RESOLUTIONS (CONT.)

TRADE AGREEMENTS

Resolution 1.13 on TTIP, TISA, CETA, TPP and Similar Trade and Investment Agreements was moved by Sally Hunt (**UCU/UK**) on behalf of the proponents and seconded by Marlis Tepe (**GEW/Germany**).

Sally Hunt (**UCU/UK**) said agreements such as TISA and TPP sought to liberalise trade and services, including education and reduce regulatory barriers to foreign investment. Their basic premise was to prioritise the needs of big businesses instead of prioritising the needs of people. She called on unions to challenge their governments on these largely secretive agreements. Marlis Tepe (**GEW/Germany**)

invited delegates to join the GEW in Berlin for a forthcoming demonstration.

Amendments:

Amendment (a) to delete the words after “ability to maximize their profits” and insert “investor rights” in paragraph 10, Subsection A, was moved by Candice Owley (**AFT/USA**) who said it was a technical amendment. This amendment was seconded by Dennis Kelly (**AFT/USA**).

Amendment (a) was carried.

Amendment (b) to insert a new bullet point in paragraph 10, Subsection A, was moved by Candice Owley (**AFT/USA**) who said this additional section described potential dangers of investor-state dispute settlement. This amendment was seconded by Dennis Kelly (**AFT/USA**).

Amendment (b) was carried.

Amendment (c) to add a new paragraph after paragraph 20 was moved by Christine Blower (**NUT/UK**), who said it was an important addition as trade agreement negotiations happen behind closed doors, despite their consequences for public services. This amendment was seconded by Elizabeth Lawrence (**UCU/UK**).

Amendment (c) was carried.

There were four interventions from delegates:

Yamile Socolovsky (**CONADU/Argentina**) said democracy was threatened when transnational companies received more powers through these secretive treaties and agreements. This issue was not just about the commercialisation of education, but of all public goods.

Candice Owley (**AFT/USA**) said the inclusion of education in these trade agreements should be a call for action. She urged delegates to do more and organise within their communities and to demand that public services be excluded from the trade agreements.

Mike Jennings (**IFUT/Ireland**) said the dangers of these trade agreements could not be overestimated and public jobs would be destroyed. He said the idea that TTIP will create jobs in the private sector was a lie and private sector colleagues needed to be brought onto the side of the public sector.



▲ Jordan Naidoo



▲ Pedro Hernández Castillo



▲ Christine Blower



▲ Mike Jennings



▲ Yamile Socolovsky



Victor Aguera (**NASUWT/UK**) said trade agreements represented a violation of fair trade. Liberalisation of the service market represented a threat to all public services, he said, adding that this is particularly urgent in the UK context.

Resolution 1.13 as amended resolution was carried.

The resolution mandates the **Executive Board** to include trade and investment agreements as a key part of the agenda for EI's Task Force on Privatisation and Commercialisation of Education. It is also mandated to work with other influential partners and non-governmental organisations in campaigning against detrimental trade and investment agreements, including proposals emanating from the World Trade Organization.

Congress Plenary Session III:

Day 2 - Thursday 23 July – Morning

3.1 RESPONSE TO THE DISCUSSION ON THE PROGRESS REPORT

The General Secretary responded to the remarks made in the interventions on the Progress Report.

In relation to interventions on Rights and Employment Conditions, he agreed with remarks from **BOSETU/Botswana** that the move to essential services must not remove rights to industrial action. EI will follow the ILO's research on the scope of essential services which was one of the points of consensus at the ILO Global Dialogue Forum on collective bargaining in the public sector in April 2014. He reassured **OTEP-SN/Paraguay** that EI will find a way to follow up on its request for a mission from EI. He offered EI's support to unions in Fiji, the Dominican Republic, the Democratic Republic of Congo, Cameroon, Togo, Mali, and India. He highlighted that austerity is a focal point for EI, as raised by **ZNP/Poland** and reminded **SNES-FSU/France** that social dialogue is primarily used in Europe and must not be a substitute for collective bargaining.

The General Secretary addressed the interventions on Warfare/Extremism/ Violence by highlighting to **ASSTI/Israel** and **ITU/Israel** that many of the challenges EI faces require political solutions and the wellbeing and security of EI's members and their students depend on political decisions at national and the international level. EI's task is to influence those decisions, and not place its trust in prime ministers and foreign ministers. In relation to Israel and Palestine, he said EI's role is not to make sweeping statements that could be divisive, but to focus on what unites its members to create dialogue between affiliates operating in conflict zones, whether it is the Middle East, the Ukraine, or elsewhere. He agreed with **NUT/UK's** claim that EI should redouble its efforts to ensure quality education for all children in Palestine, to protect schools in Gaza and children's rights to safe schools. The General Secretary offered EI's support to **SGEB/Tunisia** and **FGESRS/Tunisia**.

He told **ACUT/Sri Lanka** in response to their concerns about terrorists targeting schools that EI has joined the Safe Schools Initiative of the UN Envoy for Global Education to help education authorities protect their school communities against violence. He agreed with **AFT/USA** that violence against schools and teachers is on the increase globally and that this requires a strategy in the OECD as well as in developing countries. He agreed with **UNATU/Uganda** on the need to protect exiled children's education rights and agreed with **TSL/Lebanon** that the world has let down refugee children and Lebanon by not sufficiently supporting that country's effort to provide schooling for Syrian children.

In relation to privatisation, he agreed with **TSL/Lebanon** that EI's global response against the privatisation of education services, is not, and should not be, a campaign which targets teachers who work in private schools. EI's goal is to secure better pay and working conditions for educators in the private as well as in the public sector. And he agreed with **PTUZ/Zimbabwe** that it was never the intention that closing private schools would result in children on the streets. Private companies that depend on child labour and that depend on students paying for their education through their own labour should not exist.

In relation to ECE/higher education/ESP, the General Secretary agreed with points raised by **BUPL/Denmark**, **AFT/USA**, **DM/Denmark**, **SNES-FSU/France**, and **NTEU/Australia**.

He also responded to concerns raised by Tunisian and Sri Lankan delegates about visa applications to attend Congress that were rejected by the Canadian authorities. He said EI would evaluate the problems encountered in obtaining these visas.

He responded to **BSTU/Barbados'** concerns about a Caribbean office and said EI will propose to affiliates in North America and the Caribbean the establishment of a regional structure. He promised **NTEU/Australia** that there will be an Ad Hoc Committee on Indigenous Peoples in place by 2016. And he offered continued EI support in response to natural disasters to unions in Suriname and Liberia.

3.2 ADDRESS BY KISHORE SINGH, UN SPECIAL RAPPORTEUR ON THE RIGHT TO EDUCATION

In his address, **Kishore Singh**, UN Special Rapporteur on the Right to Education, praised EI's Unite for Quality Education campaign and also praised Congress for its unanimous adoption of the resolution on the privatisation and commercialisation in and of education.

He denounced privatisation in education, saying it "*cripples universality of the right to education, aggravating marginalisation and exclusion in education, creating inequities in society*". Access to education in a privatised system is based on "*social origin*", "*economic condition*", or "*property*", he said, "which are all prohibited grounds of discrimination under international human rights conventions.

Governments should be reminded of their core responsibility for providing the maximum possible resources to public education, he said, with equity driven initiatives to expand educational opportunities for the marginalised and the poor.

The UN's Special Rapporteur also referenced how privatisation can undermine teachers' status and said governments must be reminded of their responsibility under the UNESCO-ILO Recommendation on the Status of Teachers which recognises the essential role of teachers in educational advancement.

He also mentioned the Sustainable Development Goals and said oversight and monitoring of the education goals was critically important. He said that new partnerships with the private sector in a post-2015 context should be underpinned "*by the need to foster education as a social cause for the common wellbeing*".

3.3 RESOLUTIONS (CONT.)

EDUCATION POLICY PAPER

The Enabling Resolution on Financing in Education (Addendum 4 to Education Policy Paper: Financing of Education, was proposed on behalf of the **Executive Board** by Sonia Alesso (CTERA/Argentina) and seconded by Daniel B. Lafrenière (CSQ/Canada).



▲ Victor Aguera



▲ Fred van Leeuwen



▲ Kishore Singh



▲ Sonia Alesso



Sonia Alesso said EI wanted to support the adoption of national and international measures to ensure equality in the pay system and to avoid tax havens and fraud and to promote the Financial Transaction Tax. At least 10 per cent of global official development assistance should be directed towards educational development. If education could not be funded via public funding, it needed to be financed via alternative investments, not privatisation. The use of resources should be progressive and developed together with trade unions. Education and its financing should respect and promote equity and social justice and should guarantee access to free education from the crib to higher education. Budgets should be transparent and be subject to public scrutiny, she said.

There was one intervention:

Milton Canuto de Almeida (**CNTE/Brazil**) supported the resolution, adding that, in Brazil, a national law determines that 10 per cent of GDP needs to be invested in education. It was important to ensure that countries do not only finance quantity but also quality education with adequate quality training.

The enabling resolution was carried.

Enabling Resolution (4) addresses issues such as the need for sufficient public financing of education, a global commitment to financing education, and the design of public financing to ensure that all citizens have equitable access to fee-free quality education.

COMMUNITY ENGAGEMENT

Resolution 5.2 was moved by Mary Cathryn Ricker on behalf of **AFT/USA** and seconded by Dennis Kelly (**AFT/USA**).

Mary Cathryn Ricker said that engagement with communities is about sharing power, not displaying power, about sharing ideas and hopes, not dictating them. By including community engagement in the EI network, she said, member affiliates will have access to untapped power, to more resources, and will involve parents and neighbours in fighting together for innovation in the education of children.

Amendments:

Amendments (a), (b), (d), and (e) were moved *en masse* by Donna Chiera (**AFT/USA**) and seconded by Lorretta Johnson (**AFT/USA**).

Three amendments sought to delete “public schools” and substitute “publicly-funded education” in the resolution: in paragraph 1 (Amendment [a]), in paragraph 5 (Amendment [d]), and in paragraph 7 (Amendment [e]). Amendment (b) sought to delete “public” and substitute “publicly-funded” in paragraph 4. And Amendment (c) sought to delete “strong” and substitute “successful” in paragraph 5.

Speaking on the amendments, Christine Blower (**NUT/UK**) said that in the UK, some schools are funded by the taxpayer and not by any other organisation.

Chris Watt (**IEU/Australia**) said there was a long history of different schools working in alliance with public education. It was important to include teachers who were working in public faith-based schools and who face the undermining of working conditions. He also urged caution on the terminology used when speaking about public-private schools.

Amendments (a), (b), (d), and (e) were carried.

Amendment (c) was moved by Josée Scalabrini (**CSQ/Canada**), who said CSQ wanted a person-centred education sector, with education linked to the success of human beings rather than performance of schools. This amendment was seconded by Manuela Mendonça (**FENPROF/Portugal**).

Amendment (c) was carried.

Resolution 5.2 as amended was carried.

The resolution calls on **EI's affiliates** to reclaim public schools, affirms the importance of all stakeholders in decision making and quality education, and commits EI to incorporate community outreach and community schools in the activities of the EI Organizing Network (OrgNet).

GROUP B: RIGHT TO EDUCATIONAL QUALITY, EQUITY AND LEARNING

EARLY CHILDHOOD EDUCATION

Composite resolution 1.5/1.6 on Early Childhood Education was moved by Lasse Bjerg Jørgesen (**BUPL/Denmark**) and seconded by Louise Chabot (**CSQ/Canada**). Lasse Bjerg Jørgensen said ECE staff had the poorest working conditions in the education sector, which itself was at risk of falling prey to privatisation and profit making. There was a need for more research and to strengthen the position of ECE as an integral part of education for all.

Amendments:

Amendment (a), to add the words "by which basically female professionals are affected;" after "around the world" in paragraph 9, was moved by Klaus Peter Hammer (**GEW/Germany**). He said early childhood education was a female-dominated sector and women working in this sector needed to have the appropriate training for this profession. The amendment was seconded by Trudy Kerperien (AOB/Netherlands).

Amendment (a) was carried.

Amendment (b), to insert the words "and, in particular, on a play based curriculum" after "ECE" in paragraph 14 (b), was moved by Beth Davis (**NUT/UK**) who said that Article 31 of the UN Convention on the Rights of the Child recognised the right of the child to rest and leisure, to engage in play and recreational activities. Children need room to develop a creative mindset without the fear of failure that can come with predetermined learning and tests at a very early age. The amendment was seconded by Robert Fahlgren (**Lärarförbundet/Sweden**).

Amendment (b) was carried.

Composite resolution 1.5/1.6 as amended was carried.

The resolution mandates EI's **Executive Board** to establish an ECE Advisory Body to promote research on ECE, continue research into the causes and consequences of the privatisation and commercialisation of ECE around the world, promote the ILO's Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel, and improve initial education, continuous professional development and decent working conditions for ECE teachers.

PROVISION OF SUPPORT TO CHILDREN WITH LEARNING DIFFICULTIES

Resolution 1.7 was moved by Michelle Olivier (**SNUipp-FSU/France**) who said that if teachers are trained to identify some of the specific problems faced by children with learning difficulties, those children may have better outcomes in education. The resolution was seconded by Rossella Benedetti (**UIL-Scuola/Italy**), who said unions and governments needed to do more to support the investment in training of teachers in special needs education.

Amendments:

Amendments (b), (d), and (e) were withdrawn by **CSQ/Canada**.

Amendment (a) to replace "learning difficulties" with the words "educational



▲ Milton Canuto de Almeida



▲ Mary Cathryn Ricker



▲ Josée Scalabrini



▲ Louise Chabot



▲ Rossella Benedetti



▲ Klaus Peter Hammer



difficulties” in the title of the resolution; as well as in number 7, number 10, number 12b and c, was moved by Trudy Kerperien (**AOB/Netherlands**). She commented that AOB would like to broaden the terms of the resolution, as learning difficulties are often paired with other difficulties, including behavioural difficulties. The amendment was seconded by Josée Scalabrini (**CSQ/Canada**).

Amendment (a) was carried.

Amendment (c) to add the words “and provides appropriate services adapted to the needs of children in difficulty” after “inclusive education” in paragraph 2, was moved by Josée Scalabrini (**CSQ/Canada**) and seconded by Trudy Kerperien (**AOB/Netherlands**).

Amendment (c) was carried.

Amendment (f) to delete “(pedagogical, at first)” in paragraph 12b was moved by Trudy Kerperien (**AOB/Netherlands**), who said there seemed to be a translation issue around the terms ‘educational’ or ‘pedagogical’. The amendment was seconded by Josée Scalabrini (**CSQ/Canada**).

Amendment (f) was carried.

There was one intervention:

Frank Flynn (**AFT/USA**) spoke in favour of the resolution, adding that it was important to focus on ECE and on early identification of students’ needs and the appropriate support services and to support ESP.

Resolution 1.7 as amended was carried.

The resolution mandated **EI** to organise various initiatives to identify learning difficulties prevention schemes and learning difficulties remediation methods, to ensure that learning difficulties do not become permanent. It urges affiliates to require their governments to be pro-active in the area of prevention and remediation schemes.

RIGHTS OF DISABLED CHILDREN AND TEACHERS AND SUPPORT FOR LEARNING DIFFICULTIES

Resolution 3.2 was moved on behalf of **NUT/UK** by Jerry Glazier, who said that austerity measures and the economic crisis had impacted on education and lowered the opportunities of disabled teachers and students. The resolution was seconded by Mark Baker (**ATL/UK**) who said that the teaching profession was increasingly becoming slave to an economic model, resulting in the most vulnerable losing out.

Amendments:

Amendments (a) and (b) were both moved by Jerry Jordan (**AFT/USA**).

Amendment (a) sought to delete all after “increase numbers” and substitute “transitioning to secondary, higher and further education and/or community-based or assisted living programs;” in paragraph 6a. Amendment (b) sought to delete “Commission research on the situation of disabled teachers globally” and substitute “Actively promote recruitment and employment of disabled teachers and furthering the global research on the situation of disabled teachers” in paragraph 6d.

Jerry Jordan said it was important to remember that disabled teachers and children must be supported to ensure that they become full members of society. To achieve this, disabled teachers and children need to acquire the skills to become full citizens. They have much to gain and receive only a little support, he said. The amendments were seconded by Emma Rubio Ramírez (**SNTE/Mexico**).

Amendments (a) and (b) were carried.

There were two interventions made:

Evelyn DeJesus (**AFT/USA**) said more needed to be done to support teachers working with children with disabilities and to support disabled teachers. It was essential to strengthen, not weaken, the funding that supports these students.

Emma Rubio Ramírez (**SNTE/Mexico**) spoke in favour of the resolution, highlighting however that for successfully supporting children with learning disabilities, it was necessary for educators to receive appropriate training.

Resolution 3.2 as amended **was carried.**

The resolution instructed EI to enhance the inclusion of disabled children in all of its campaigns and advocacy.

3.4 ELECTIONS COMMITTEE: – REPORT ON ELECTION TO REGIONAL SEATS

The Chair of the Elections Committee, **Anders Rusk**, said valid nominations were submitted for the regional seats on the Executive Board and, accordingly, the Elections Committee declared the following nominees elected:

Africa:

| | |
|----------------------------|----------------|
| Michael Alogba-Olukoya (M) | NUT/Nigeria |
| Marième Sakho Dansokho (F) | SYPROS/Senegal |

Asia-Pacific:

| | |
|-------------------------|-----------------|
| Francisca L. Castro (F) | ACT/Philippines |
| Ram Pal Singh (M) | AIPTE/India |

Europe:

| | |
|---------------------------|-----------------------|
| Johanna Jaara Åstrand (F) | Lärarförbundet/Sweden |
| Sławomir Broniarz (M) | ZNP/Poland |

Latin-America:

| | |
|---------------------------|-----------------|
| Sonia Alesso (F) | CTERA/Argentina |
| Juan Díaz de la Torre (M) | SNTE/Mexico |

North America & Caribbean:

| | |
|----------------------|-------------------|
| Randi Weingarten (F) | AFT/United States |
| Dianne Woloschuk (F) | CTF-FCE/Canada |

3.5 ADDRESS BY DAVID BOYS, DEPUTY GENERAL SECRETARY, PUBLIC SERVICES INTERNATIONAL AND COUNCIL OF GLOBAL UNIONS

Public service workers and their unions are facing tough times globally, said **David Boys**, with attacks on the sector primarily political, backed by an increasingly powerful corporate and financial sector. These attacks have increased in intensity, starting with the wave of privatisations led by [former UK Prime Minister] Margaret Thatcher, continued by [former US president] Ronald Reagan, and imposed on many countries by the World Bank and the International Monetary Fund (IMF).

Unions have to educate their members about styles of campaigning, reach out to their communities, learn the language of communities, NGOs and the media, build alliances, stand for the common good, not just our job security, wages and working conditions. *"And when we do that, we can, and do, block the privateers."*

Austerity and the financial crisis, ironically, led to proposals from the World Bank, the OECD, the G20, and even the UN – to turn public infrastructure and services over to the financial entities that instigated the 2008 financial crisis. *"The privatisation of public services will be paid for by the retirement monies of workers,*



▲ Trudy Kerperien



▲ Jerry Glazier



▲ Plenary view



▲ Sławomir Broniarz



▲ David Boys



and mainly public service workers, school teachers, university professors, healthcare workers and municipal workers," he said.

PSI has also been mobilising its members against the new free trade deals, he said, acknowledging the importance of Resolution 1.13. *"These super-secret negotiations between the corporations and some very few government negotiators will not only facilitate privatisations, but will lock them in."*

Boys also highlighted the close collaboration of EI and PSI in bringing their common vision that public services are fundamental to fight inequality to the negotiations on the SDGs and Financing for Development. *"There will be no reduction of poverty without ensuring universal access to public education, health care and safe water and sanitation."*

EI and PSI have recently signed a Memorandum of Understanding to strengthen the cooperation between both organisations, including in the education support sector where we share members.

EI and PSI have had significant achievements at the UN Commission on the Status of Women, where their lobbying led to trade unions being included in the national, regional and global advisory groups to UN Women. They jointly led the pushback against the encroaching penetration of the private sector and market-based solutions promoted by UN Women. The two federations are also collaborating on LGBTI issues, including joint planning meetings, joined-up messages at key LGBTI meetings, and overall coordinated policies.

3.6 RESOLUTIONS (CONT.)

EDUCATION POLICY PAPER

The enabling resolution: Addendum 5 to Policy Paper on Equitable and Inclusive Education was moved on behalf of the **Executive Board** by Maria Teresa Cabrera (ADP/Dominican Republic). It was seconded by Lok Yim Pheng (NUTP/Malaysia).

This proposed addendum to the EI Education Policy paper aims to fill in existing gaps by underlining the impacts of poverty, low economic status, and intersecting inequalities on the fulfilment of the right to quality education for all, leaving no-one behind.

Maria Teresa Cabrera said education unions must continue to pressure governments to fulfil their responsibility to guarantee the right to education for all.

The enabling resolution was carried.

This addendum said that governments must address the socio-economic factors that act as structural challenges to education. And they must support the collection of data on inequalities and discrimination so that all actors in education can better understand these issues as they pertain to marginalisation in education.

QUALITY ENVIRONMENTS FOR TEACHING AND LEARNING

Resolution 1.2 was moved on behalf of the **Executive Board** by Marième Sakho-Dansokho (SYPROS/Senegal), who said the resolution declared that every student should be educated in an environment that fosters physical and mental health, protects students and education staff, including from violence and trauma.

The resolution mandates the **Executive Board** to develop standards for good teaching and learning environments and seek application of such standards at national and international levels. It should inform member organisations of their provisions and of relevant ILO and UNESCO standards. The resolution demands that appropriate environment standards be included in ILO/

UNESCO recommendations. It calls on them and other inter-governmental bodies to define standards for such environments, including with respect to infrastructure. Such standards should be within an enforceable regulatory framework.

The resolution was seconded by Sławomir Broniarz (ZNP/Poland).

Amendments:

Amendment (a) to insert the words “teaching and” before “learning” at the beginning of paragraph 3 was moved by Trudy Kerperien (**AOb/Netherlands**), who said teaching and learning was most effective in this environment. The amendment was seconded by Louise Chabot (**CSQ/Canada**).

Amendment (a) **was carried**.

Amendment (b) to insert “religion” between “ethnic origin” and “or sexual orientation” in paragraph 12 was moved by Trudy Kerperien (**AOb/Netherlands**) who said religion must be included here as it remains a grounds for discrimination. The amendment was seconded by Louise Chabot (**CSQ/Canada**).

Amendment (b) **was carried**.

Amendment (c) to insert the words “gender identity or gender expression” after “sexual orientation,” in paragraph 12 was moved by Louise Chabot (**CSQ/Canada**). She said this addition would be more consistent and relevant. The amendment was seconded by Trudy Kerperien (**AOb/Netherlands**).

Amendment (c) **was carried**.

Amendment (d) to delete all after “sufficient physical space and appropriate sanitary facilities, separate for boys and girls” and insert “but respecting and granting always gender diversity and identity to each person, as well as other services, like water and electricity” in paragraph 14 was moved by Francisca López García (**STES-I/Spain**). She said the conditions for health and sanitation must also be respectful of gender identities. There should be an effort to use changing rooms without necessarily identifying genders, as proposed in the Mallorca Principles and EU guidelines. While supporting any action to prevent violence against girls, EI must also ensure the rights of transsexual and intersex children, she said. The amendment was seconded by Manuela Mendonça (**FENPROF/Portugal**).

Amendment (d) **was carried**.

Amendment (e) to insert “or good access to such facilities” after “facilities” in paragraph 19 was moved by Trudy Kerperien (**AOb/Netherlands**). She said the resolution described ideal standards for ideal situation but many schools would be too small to have or manage all those described facilities. It would be much more realistic if those materials described were accessible and available in schools or communities.

The amendment was seconded by Louise Chabot (**CSQ/Canada**).

Amendment (e) **was carried**.

Amendment (f) to insert “or good access to such facilities” in paragraph 22 after “library facilities” was moved Trudy Kerperien (**AOb/Netherlands**) and seconded by Louise Chabot (**CSQ/Canada**).

Amendment (f) **was carried**.

Amendment (g) to delete all after “library facilities” in paragraph 22 and substitute “enabling access to a variety of virtual and hardcopy texts and materials that reflect the different realities experienced by students and contribute to promoting a more open-minded approach to these realities”



▲ Marième Sakho-Dansokho



▲ Lok Yim Pheng



▲ Maria Teresa Cabrera



▲ Plenary view



▲ Manuela Mendonça



was moved by Louise Chabot (**CSQ/Canada**). She said this would make paragraph 22 more complete. The amendment was seconded by Dianne Woloschuk (**CTF-FCE/Canada**).

Amendment (g) was carried.

Amendment (h) to insert the words “or good access to such facilities” in paragraph 24 after “catering facilities” was moved by Trudy Kerperien (**AOb/Netherlands**) and seconded by Louise Chabot (**CSQ/Canada**).

Amendment (h) was carried.

Amendment (i) to insert a new paragraph after paragraph 29 and before “Demands that” to read: “to urge affiliates to call upon their governments to adopt and monitor the implementation of the UN Convention on the Rights of the Child in their jurisdiction” was moved by Louise Regan (**NUT/UK**). She said the framework of the UN Convention on Rights of the Child (UNCRC) enables unions to put pressure on governments to ensure quality education. The implementation of UNCRC would help society move towards the goal of quality education for all. The amendment was seconded by Anna Mia Nilsson (**UEN/Norway**).

Amendment (i) was carried.

Amendment (j) was withdrawn by the proponent union, **GEW/Germany**.

Two interventions were made:

Sandra Wahlström (**Lärarförbundet/Sweden**) said that poor working environments remained a problem for teachers across the world and that teachers often top the lists of stressful professions. It was important to ensure that teachers have working environments that allow them to deliver on the goal of quality education for all. Decent working conditions and quality education are two sides of the same coin. Every child and student must be educated in safe facilities, and in inclusive environments that prevent all forms of discrimination and promote physical and mental health - these environments are good for teachers too. This should be considered as a theme for the next World Teachers Day, she concluded.

Melissa Cropper (**AFT/USA**) said education quality starts with providing quality learning and teaching environments. These elements were missing in many countries, she said.

Resolution 1.2 as amended was carried.

The resolution demands that the ILO/UNESCO Recommendation concerning the Status of Teachers be revised to include further and more specific recommendations on appropriate teaching and learning environments; the inter-governmental organisations, including the ILO and UNESCO, define standards for quality teaching and learning environments, including infrastructure, for education institutions, and prescribe such standards within a regulatory and enforceable framework.

DEFINITION OF LEARNING

Resolution 1.3 was withdrawn by **CTF-FCE/Canada**, the proponent union.

PROMOTING VOCATIONAL EDUCATION – QUALIFYING YOUNG PEOPLE

Resolution 1.4 was moved by Christian Lage (**SNETAA-FO/France**) who drew Congress’ attention to the importance of quality VET, following the resolutions adopted at previous congresses. He urged support for young people in VET, adding that the VET sector is often the first one to be hit by cuts, leading to a greater need to invest in the quality of VET. The resolution was seconded by Stefan Nowatschin (**BLBS/Germany**) who agreed that the VET sector had been affected by investment cuts to the VET sector.

Amendments:

Amendments (a), (b), and (d) were moved by Helmut Skala, **GÖD-Lehrer/Austria**. Amendment (a) sought to insert '(VET)' after the word "Training" in the title. Amendment (b) sought to insert '(VET) comprising technical vocational education and training TVET (following ISCED 2011 including TVET into VET)' after the words "Vocational education and training" in paragraph 1. Amendment (d) sought to insert "of high level" in paragraph 2 after the words "educational opportunities" and delete "(general or technical education)". Helmut Skala suggested that VET be promoted at the highest level and not compared to other education areas. The amendments were seconded by Stefan Nowatschin (**BLBS/Germany**).

Amendments (a), (b), and (d) **were carried**.

Amendments (c), (e), and (f) were withdrawn by **AFT/USA**, the proponent union.

Amendment (g) to delete paragraph 7 was withdrawn by **CSQ/Canada**.

Amendment (h) to insert "an important" between the words "We believe that VET is" and "key to resolving" in paragraph 7 as printed was moved by Roland Gangl (**GÖD-Lehrer/Austria**). He said VET offered great opportunities for reducing unemployment and that countries with high levels and quality of VET had been able to deal with the crisis. The amendment was seconded by Diederik Brink (**CNV-O/Netherlands**).

Amendment (h) **was carried**.

Amendment (i) to add a new paragraph between paragraphs 7 and 8 as printed and renumber accordingly was moved by Trudy Kerperien (**AOb/Netherlands**) who said the amendment made a specific point about work-based learning environment and long term employability. The amendment was seconded by Helmut Skala (**GÖD-Lehrer/Austria**) who said the image of VET must be improved.

Amendment (i) **was carried**.

Amendments (j) and (k) were moved by Helmut Skala (**GÖD-Lehrer/Austria**). Amendment (j) sought to insert the words "of the globalised economy" after the word "development" in paragraph 10 as printed. Amendment (k) sought to insert the word "also" after the words "VET should" in paragraph 11 as printed. Helmut Skala said that that Amendment (j) would help to improve the quality, relevance, and sustainability of VET. Amendment (k) was about offering an additional possibility. The amendments were seconded by Stefan Nowatschin (**BLBS/Germany**).

Amendments (j) and (k) **were carried**.

Dennis Kelly (**AFT/USA**) supported the resolution and said that educators wanted to ensure that children had a variety of programmes and routes for success and that children deserved fully funded programmes and highly qualified teachers.

Resolution 1.4 as amended **was carried**.

The resolution underscores the importance of VET in assisting people and countries to emerge from the effects of the economic and financial crisis. Congress also mandated the inclusion of a new paragraph in the resolution highlighting that VET should not just be about vocational training but also include opportunities for apprenticeship or work-based learning.



▲ Twitter wall



▲ Photo shooting at EI booth



▲ Voting



Breakout Sessions:

Day 2 - Thursday 23 July – Afternoon

The afternoon of Day 2 of Congress was devoted to the following breakout sessions:

- Session 1 – Stepping Up: Quality Leadership***
- Session 2 – On OUR Terms: Quality Terms of Employments***
- Session 3 – A Global Response to the Commercialisation and Privatisation of Education***
- Session 4 – Strengthening the Voice and Influence of Young Members***
- Session 5 – Safety and Security for All in Education Settings***
- Session 6 – Promoting Rights for All***
- Session 7 – Advancing our Global Priorities Post – 2015***
- Session 8 – Leading our Professions***

In each session, a mixed panel of EI and external speakers shared their experiences and observations to stimulate open debate among member organisations to come to a series of practical proposals for action.

Both quality leadership and quality terms and conditions of employment were discussed intensively in the respective sessions, and the need for EI to open an intense debate on these issues following Congress was underlined. The outsourcing of services, privatisation and minimum hours for part-time workers were among the many issues addressed during the Education Support Personnel workshop. At the session on priorities post-2015, finance was highlighted as a critical factor in advancing EI's global priorities and unions must remain vigilant and engaged in ensuring that education remains at the top of governments' agendas. The 'second wave' of the low-fee private sector in the global south and a preview of education privatisation in the Philippines were under the spotlight in the session on commercialisation and privatisation in and of education. SRGBV and general safety were discussed at the breakout session, 'Safety and security for all in educational settings'.

Congress Plenary Session IV:

Day 3 - Friday 24 July – Morning

4.1 FINANCIAL REPORT 2011-2014

In his role as a member of the Finance Committee, **Grahame McCulloch**, presented the Financial Report on behalf of the Executive Board.

He noted:

- EI's income rose from €11.2 million in 2011 to €12 million in 2014
- Dues paid to EI was €9.94 million in 2011, rising to €10.1 million in 2014
- EI's expenditure was €11.08 million in 2011, rising to €12.03 million in 2014

He said that while EI's income was broadly in line with that budgeted for, there was an increasing dependence on income from external sources. Whilst showing a surplus, this was due to efforts to control expenditures, which involved closing the sub-regional office in the Caribbean, staff lay-offs in some regional offices and in head office. Staff had agreed to negotiate new staff payment schemes and scales, and agreed to a temporary deferral of scale increase which was due to

happen according to the collective bargaining agreement.

He noted the spending on four core areas: governance, administration, staff salaries, and projects, adding that, in international organisations, high costs of governance cannot be avoided.

Projects comprise 18-20 per cent of EI's budget, adding that if every member organisation paid its dues according to its membership (on a conservative basis), an additional €2.5 million in income would be generated per year. This would allow EI to double the amount it commits to programme activities.

This report of the Finance Committee, as moved by Grahame McCulloch on behalf of the Executive Board, was received.

3.8 ELECTIONS COMMITTEE: ELECTION PROCEDURE FOR EXECUTIVE BOARD OPEN SEATS

Anders Rusk announced that 16 valid nominations had been received for the nine open seats on the Executive Board. He detailed the procedures for the conduct of the ballot.

The candidates were:

| | |
|------------------------|----------------------------|
| Jalila al-SALMAN | BTA/Bahrain |
| Okju Bak | KTU/Korea (Rep. of) |
| Laurent Escure | UNSA-Education/France |
| Steffen Handal | UEN/Norway |
| Luis Grubert Ibarra | FECODE/Colombia |
| Jean Kamdem | FESER/Cameroon |
| Daniel B. Lafrenière | CSQ/Canada |
| Dorte Lange | DLF/Denmark |
| Faith Refilwe Malemane | BOSETU/Botswana |
| Manuela Mendonça | FENPROF/Portugal |
| Hélène Nekarmbaye | SET/Chad |
| Patrick Roach | NASUWT/UK |
| Nadim Sami Makhalfa | GUPT/Palestine |
| Davanand Sinanan | T&TUTA/Trinidad and Tobago |
| Mike Thiruman | STU/Singapore |
| James Tweheyo | UNATU/Uganda |

3.9 AUDITORS' REPORT

The report of the Auditors was moved by Grahame McCulloch and seconded by Irene Duncan-Adanusa on behalf of the **Executive Board**.

Herman van den Abeele, Partner at Ernst & Young Belgium, presented the Auditors' Report.

He said that in addition to head office, Ernst & Young audits all of EI's regional offices on a regular basis. For the first time, the audit included the budget of EI's European region, ETUCE.

In addition, an internal audit committee has been put in place.

He explained the responsibilities of Statutory Auditors and explained that the Consolidated Financial Statements were audited according to the International Standards of Auditing (ISA).

The Auditors' opinion was, he said, that EI's consolidated financial statements for the four-year period ending on 31 December 2014 were in order.



▲ Breakout sessions



▲ Breakout sessions



▲ Breakout sessions



▲ Breakout sessions



▲ Breakout sessions

3.9.1 REPORT OF THE INTERNAL AUDIT COMMITTEE



The Internal Audit Committee was chaired by **Mike McPherson** (NEA/USA) for the period of 2011-2015. Ex-officio Committee members were President Susan Hopgood, General Secretary, Fred van Leeuwen, Finance Committee Chair, Haldis Holst (2012), and Eva-Lis Sirén (2013-2015). Other members of the Committee were Henry Hendricks (South Africa), Marvie Sagun, (Philippines), Ronnie Smith (UK-Scotland), and Yamile Socolovsky (Argentina).

Mike McPherson recounted the work of the Committee, the reports it had received, and issues it had considered. It recommended that:

- The Internal Audit Committee should receive interim audited financial statements each year and should configure the previous year for comparison
- The overall ETUCE income and expenditure figures should be incorporated into EI's financial statements
- Audited financial statements should be presented in a transparent and easily intelligible manner
- The Ernst & Young tender for the audit from 2015 to 2018 should be accepted

There were three interventions:

Odile Cordelier (**SNES-FSU/France**) referred Congress to a paragraph on page 25 of the Internal Audit Committee report: 'The Committee was concerned about the stability of the EI income stream from dues payments into the future and recommended that it be closely monitored. Steps should be taken to maintain and extend the dues payment income base.' SNES-FSU agreed with the financial report, but said that while costs needed to be controlled, this should not affect the costs related to programmes, because of the need to integrate more fully the members in the regions.

Paul Gnelou (**SNEPPCI/Ivory Coast**) addressed the issue of dues paid by his union's members. This has become problematic because the government in the Ivory Coast has stopped the check-off method of payment of dues. He called on EI to put pressure on the Ivory Coast government to allow the check-off system so that his unions would have the budget to pay EI's dues.

Nbueke Adovi Goeh-Akue (**FENASYET/Togo**) asked for further information about staff departures.

In his reply on behalf of the Executive Board, **General Secretary** Fred van Leeuwen addressed concerns about dues payments raised by SNES-FSU/France and SNEPPCI/Ivory Coast. EI will pay more attention to the development of dues and the way they are paid, he said, adding that more of EI's members now pay their dues. EI is aware that where the check-off system no longer exists, it is very hard for members to meet their financial obligations. But unions that cannot pay membership fees at the required level may ask the Executive Board for a special agreement, which is, in most cases, granted.

In replying to FENASYET/Togo, the General Secretary recalled that, in 2013, EI was forced to reduce staff in headquarters and at regional level. However, he said that the average number of years that employees stay with EI is higher than with comparable organisations. EI staff turnover is 10 per cent, compared to 20 per cent in other international organisations in Belgium.

The Report of the Auditors and the Report of the Internal Audit Committee were endorsed.

3.10 APPOINTMENT OF AUDITORS AND INTERNAL AUDIT COMMITTEE

The General Secretary outlined how Ernst & Young's tender was the most realistic of three tenders received to audit the accounts of EI. On behalf of the Executive Board, he recommended that Ernst & Young be appointed as external auditor for the period 2015-2018.

Congress **appointed** Ernst & Young as external auditor.

The following members were proposed for appointment to the Internal Audit Committee following recommendations from the regions:

| | | |
|--------------------------------|-----------------------|----------------|
| Africa | Henry Hendricks | (South Africa) |
| Asia-Pacific | Avelino S. Caraan Jr. | (Philippines) |
| Europe | Ronnie Smith | (UK-Scotland) |
| Latin America | Yamile Socolovsky | (Argentina) |
| North America/Caribbean | Mike McPherson | (USA) |

Plus:

Ex-officio members of the Committee:

| | |
|--|------------------|
| President | Susan Hopgood |
| General Secretary | Fred van Leeuwen |
| Chair of the Finance Committee: | To be appointed |

Congress **appointed** the members of the Internal Audit Committee.

3.11 RESOLUTIONS (CONT.)

LANGUAGE DIVERSITY

Resolution 1.8 was moved by Awa Wade (**UDEN/Senegal**) who said this resolution was linked to sustainable development, the promotion of the culture of peace, and to the promotion of living together, she said. The mover called for the use of EI's four official languages in workshops and in reports and publications. She also said education in local languages is necessary and a key part in achieving universal education.

The resolution was seconded by Louise Chabot (**CSQ/Canada**) who agreed that reports and interpretation should be facilitated in EI's four official languages and in other important meetings as well.

Amendments:

Amendment (a) to delete paragraph 5 and renumber the following paragraphs accordingly was moved by Trudy Kerperien (**AOb/Netherlands**) and seconded by Ann Shadwick (**NEA/US**). Both proposer and seconder reinforced the notion that language diversity is of vital importance to the work of EI, but maintained that the paragraph in question would have a significant budgetary impact.

Davanand Sinanan (**T&TUTA/Trinidad and Tobago**) also spoke in favour of the amendment, citing the financial implications.

Amendment (a) **was carried**.

There were six interventions in support of the resolution.

Abdelaziz Iouy (**SNE-FDT/Morocco**) said political and language diversity needed to be respected.

Sema Blegne (**SNEAB/Burkina Faso**) said he recognised EI's efforts in recognition of minorities and Africans. He supported previous comments about having all of EI's documents in EI's four official languages.



▲ Grahame McCulloch



▲ Paul Gnelou



▲ Plenary view



▲ Abdelaziz Iouy



▲ Sema Blegne



▲ Mike McPherson



Georgiy Trukhanov (**TUESW/Ukraine**) supported the resolution and added that, in the European Committee, they had the opportunity to receive documents and follow debates in Russian which increased the quality of debate.

Abraão António Tavares Borges (**FEAP/Cape Verde**) said 14 Portuguese-speaking EI affiliates confer every three years to exchange ideas and coordinate work.

Nbueke Adovi Goeh-Akue (**FENASYET/Togo**) said that, as Africans, they would like to have translations into African languages or French, given their colonised background, yet appreciated that there were budget constraints.

Augustin Tumba Nzuji (**FENECO/Democratic Republic of Congo**) said that interpretations sometimes missed the emotional content of what was said. He said that not having linguistic diversity in translations led to the exclusion of people who only speak one language.

Resolution 1.8 as amended was carried.

Amongst other things, the resolution asked **members** to lobby their governments to preserve linguistic diversity in education systems, to make special efforts to ensure literacy and education for all in their native language as well as in the official language if these are different, to secure more teacher training in native and official languages where these are different, to provide textbooks, software and any other educational resources published in these languages, to fight linguistic discrimination in educational settings.

EDUCATION POLICY PAPER

The Enabling Resolution 3 on Leadership in educational institutions was moved by Ragnhild Lied on behalf of the **Executive Board** and seconded by Mugwena Maluleke.

Ragnhild Lied said school leaders are vital for quality education, yet it was worrying that school leaders did not get the support they needed. It was important that school leaders are not only administrators but also pedagogic trainers, so they need training in pedagogical leadership. Men and women should also have equal access to the position of school leader. This enabling resolution creates a platform that will strengthen leadership in education, she said.

Mugwena Maluleke said adoption of this resolution would ensure that schools are inspirational and it would create conducive conditions for the work of school leaders and administrative staff. Quality training of school leaders would advance the struggle for schools free from drugs, violence, and bullying, and help towards a better world for all.

There were four interventions:

Bernard Gaucher (**FPPU/Canada**) spoke in support of the resolution, saying that all categories of education employees should be included in discussions and that close links between groups should be maintained.

Louise Green (**NZEI Te Riu Roa/New Zealand**) said she was pleased to see the emphasis on collaborative and collegial principles. In New Zealand, she said, many school directors had left their jobs because of the workload and the lack of support. School leaders should have support to ensure the best teaching in schools; they should work in a team and have the opportunity to train their successor.

Joël Olive (**UNSA Education/France**) spoke in support of the resolution, saying institutional independence and autonomy are key and allow institutions to take into account the needs and social profiles of all. In addition, there is a need for leadership staff to focus only on leadership work within the establishment. Collaboration with other teaching staff is

important, as is the right of the school management to unionise.

Tim Parker (NEA/USA) said there was a need to allow all education employees to have access to leadership roles.

The enabling resolution was carried.

The resolution outlined 16 key principles of EI educational leadership policy, covering areas including leadership, empowerment, the inclusion of ESP and administrative staff, support for training, autonomy, collective bargaining, social dialogue, and the inclusion of all staff in all aspects of education policy.

3.12 ADDRESS BY ALICE ALBRIGHT, CEO, GLOBAL PARTNERSHIP FOR EDUCATION

Alice Albright paid tribute to the heroism of teachers who often face what seem like insurmountable challenges and still try to teach. She said that whilst what teachers do is remarkable, it should not be remarkable, it should be normal and quality education should be available to every child globally.

She said the new SDGs are also universal. She recalled that the goal of the education Millennium Development Goal (MDG) was to get every child into primary school. Whilst the goal had not been achieved, the numbers of children out of school had been almost halved in 2000-2015 from 108 million down to 59 million. Now, the education SDG includes provisions for different levels of school and lifelong learning, for access, quality, and equity. Trained professional teachers in every classroom in every school are crucial to that, she said.

Investment is needed to achieve this, she said, highlighting that the UNESCO Global Monitoring Report had identified a \$39 billion annual external financing gap to ensure that every child gets a quality primary and secondary education. Governments are also not investing enough in education, despite their responsibility to provide education. If progress is to be made in education, she said, there has to be a step change in education finance.

Investment must also be made into the drivers of quality: teacher training and development, quality tools and technology, curricula, language of instruction, textbooks, and teacher-student ratios.

She highlighted the role of teachers globally as advocates for equity and inclusion in education. And she spoke of the role of teachers' organisations in pressing global leaders to address the educational needs of children in the poorest countries.

GPE wants teachers to be involved in education policy dialogue and is looking for teachers to help ensure that quality education is at the top of the development agenda. Teachers need to be proactive locally around the basic building blocks or running an education system well, such as curricula, wage standards, data collection, school buildings, attendance. And teachers' voices also need to be involved in discussions about defining what quality in education really means.

3.13 RESOLUTIONS (CONT.)

TEACHERS AS LEADERS

Resolution 2.4 was withdrawn by the proponent union (CTF-FCE/Canada).

RIGHT TO EDUCATION FOR DISPLACED PEOPLE, REFUGEE AND STATELESS CHILDREN

The Composite of Resolutions 1.10 and 3.4 was moved by Graham Dawson (NASUWT/UK) and seconded by Michelle Olivier (SNUipp-FSU/France).

Graham Dawson said that, in June 2015, UN statistics showed that there were



▲ Davanand Sinanan



▲ Georgiy Trukhanov



▲ Mugwena Maluleke



▲ Alice Albright



▲ Louise Green



60 million people displaced globally. Lebanon, a country of nine million people, has a population of 1.5 million refugees. Jordan and Egypt face similar arrivals of refugees.

Many refugees are children and lack education opportunities. Michelle Olivier said that more than 40 per cent of the children who do not go to school are living in countries where there are conflicts. One stateless child is born every 10 minutes.

Six interventions were made:

Rose Therese Magalie Georges (**CNEH/Haiti**) said that UNNOEH also supported this resolution. She raised the issues of stateless children being sent back to Haiti by the Dominican Republic and worried Haiti has difficulties to guarantee these children the right to education as it is already experiencing difficulties providing education to those born in the country.

Stephanie Ly (**AFT/US**) supported the resolution, saying that in her home state of New Mexico, the AFT is working to shut down the US' largest detention centre for women and girls because of the low quality and privatised education provided there. Education needs to be open to all, regardless of their background, social status, and origin.

Michael Thomson (**NTEU/Australia**) welcomed this motion, saying the issue of refugees was of particular interest to unions.

Aurelia Sarasin (**SNES-FSU/France**) said it was a pre-requisite for EI to highlight the necessity of guaranteeing education to each and every child, especially those children who are victims of catastrophes and war crimes.

Abdelaziz Iouy (**SNE-FDT/Morocco**) said the refugee situation was particularly relevant to Morocco, highlighting that the refugee crisis was related to war, leaving many women with babies begging.

Jean Kamdem (**FESER/Cameroon**) said EI should ask the UN to add an additional protocol on war, to make those responsible for war responsible for its impact on education and students.

The Composite of Resolutions 1.10 and 3.4 was carried.

The Resolution outlines Congress' resolve to support member organisations in countries hosting large numbers of refugees and displaced children. It also outlined Congress' resolve to pressure national and international agents to prioritise financial assistance for the education of refugees and internally displaced people.

ISSUES IN THE AFRICAN REGION

Resolution 1.15 was moved on behalf of the **Executive Board** by Irene Duncan-Adanusa. She highlighted issues in the region based on the socio-economic situation in the continent which had arisen due to a lack of political will, mismanagement of resources, and misuse of education budgets. The issues included access to education, particularly for girls; security issues in countries such as Nigeria, Southern Sudan, Congo, and Mali; the inadequate number of quality staff, the lack of basic supplies, and budgetary constraints. Privatisation and commercialisation of education was also occurring at various levels right across the continent.

The resolution was seconded by Wilson Sossion (**KNUT/Kenya**), who said substantial investment in education by governments was necessary. EI affiliates must advocate for more quality education to make better use of education resources and to promote internal democracy and internal equity in the unions in order to engage in effective dialogue with governments. He also raised the issues of Ebola as a threat to education and Boko Haram in Nigeria as a threat spreading across the continent.

There were nine interventions:

Candice Owley (**AFT/US**) congratulated unions and teachers who were dealing with the challenges of Ebola. The epidemic had highlighted the lack of and delay in public health services, she said, adding that this was a global fight for public health care.

Yohannes Benti (**ETA/Ethiopia**) said the ETA would like to see the issue of union fragmentation, adopted at the 6th World Congress, included in the resolution.

Samuel Kubasu Shimenga (**UASU/Kenya**) said Boko Haram had slaughtered 150 students and teachers in a university and called for support for Nigeria which has had difficulties with security.

Nkosana Dolopi (**SADTU/South Africa**) said unions could do more if they were appropriately supported by EI. Ebola, HIV AIDS and violence against homophobia can be fought if people stand together and remain united.

Stella Mamotto (**TTU/Tanzania**) said that, in some areas, teachers and learners are attacked by some members of society because they do not want teachers to influence the children. The TTU also strongly condemns the killing of albinos.

Diallo Hamady Yero (**SNEF/Mauritania**) said Mauritania is closer to Western Africa but is not a MENA country where mostly French and Arabic is spoken.

Etienne Paulin Songoli (**SYNEC/Central African Republic**) said the Central African Republic is deeply impacted by political and military events and its students suffer greatly from the situation. He said that, in his country, the number of children out of school was higher than the numbers of those attending school. This was significant given that there are 2.3 million school-age children in the Central African Republic, representing almost half of the population. There are not enough schools, which has led to the development of private schools everywhere, a trend that he qualified as worrying.

Jean Kamdem (**FESER/Cameroon**) said countries where Ebola has also had an impact, such as Chad, should also be mentioned in the resolution.

Amadou Diaoune (**SUDES/Senegal**) asked that the issue of education financing be added to the resolution. He said education resources are misused and there is also a lack of teacher training. Senegal now only has recourse to untrained voluntary teachers.

Resolution 1.15 was carried.

The resolution demands better working conditions and respect for human and trade union rights in the continent. Amongst other commitments, EI's 7th World Congress resolves that **EI and its affiliates** will campaign to mobilise the public to increase government spending on education to at least six per cent of Gross Domestic Product (GDP).



▲ Plenary view



▲ Graham Dawson



▲ Plenary view



▲ Michael Thomson



▲ Stella Mamotto



Congress Plenary Session V:

Day 3 - Friday 24 July – Afternoon

5.1 RESOLUTIONS (CONT.)

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

The enabling resolution, Use of Information and Communications Technology (Addendum 2 to Education Policy Paper: The role of education unions in the use of ICT) and Measures which should be taken in order to promote and ensure the appropriate use of ICT in education was moved on behalf of the **Executive Board** by Emily Noble (CTF-FCE/Canada) and seconded by Ryosuke Kato (JTU/Japan).

Emily Noble said ICT was an important tool that enhances the quality of education, teaching and learning. It cannot, however, replace adequate funding for education. Many risks are associated with ICT and they must be eliminated, such as hatred, pornography, and cyber bullying. ICT can never replace the relationship between teacher and learner. ICT must not be used to commercialise education. Education programmes must meet the highest standard of inclusiveness, access, and quality. Distance learning programmes must be monitored to ensure quality. She urged governments to develop national ICT policies, which ensure access, training, CPD, and free access to internet and high-quality technology. These plans should be made with the full participation of education personnel and their organisations. They should overcome the digital divide between countries and between rural and urban.

There were five interventions:

In supporting the motion, Augusto Alexandre Da Cunha Dias (**FNE/Portugal**) said teachers could not be manipulated and controlled and should have the right working conditions and training to use these materials in their teaching.

Sylvain Marois (**FNEEQ-CSN/Canada**) raised concerns about who will have control over ICT and according to what standards. He also raised the possibility of a risk of commercialisation and standardisation of content.

Robert Fahlgren (**Lärarförbundet/Sweden**) said the teaching profession must take charge of development of ICT in schools and education, adding that ICT offered an abundance of pedagogical possibilities and teachers needed to use them to their advantage by using the resources to enhance their capacity.

Jean-Hervé Cohen (**SNES-FSU/France**) commented that the resolution had a good balance between the promotion of ICT tools and the vigilance that teachers must have in relation to the possible incorrect use of these tools. It was crucial to take into account the Declaration on Higher Education adopted in Brussels, he concluded.

Thordur Hjaltested (**KI/Iceland**) said ICT was very advanced in Iceland with almost all households and schools connected to the Internet. He called for special emphasis on points five and six in the measures and the necessity for public funding in the use of ICT.

The enabling resolution was carried.

This resolution expands and clarifies EI's policy position and the role of unions in the use of ICT in education. Contributors to the debate raised the need to engage with ICT and use it to the advantage of the teacher and student. The resolution includes measures to promote and ensure the appropriate use of ICT in education. EI will liaise with its members and governments about the best and most appropriate use of ICT in education.

GROUP C: HUMAN AND TRADE UNION RIGHTS

POLICY PAPER ON HUMAN AND TRADE UNION RIGHTS

The paper describes how human and trade union rights strengthen the work of education unions and provide a mandate for them to act on behalf of their members. It reflects the core values and objectives promoted by EI through its constitution, policies and programme activities. It complements the EI Education Policy Paper adopted by the 6th World Congress in 2011. The paper outlines principles relating to human rights in a globalised world, education for the world we want, the role of education trade unions, education workers' rights, and children's and students' rights.

The enabling resolution was moved on behalf of the **Executive Board** by Mugwena Maluleke (SADTU/South Africa) and seconded by Davanand Sinanan (TTUTA/Trinidad and Tobago).

In his comments, Mugwena Maluleke said this resolution called on EI to defend freedom of association as a fundamental human right and to promote and defend children's and students' rights. Independent trade unions are instruments for workers to make improvements in salaries and working conditions. The historic struggle of education unions against child labour and for children's rights is relevant for schools, but it also determines if children, and societies, have a future. Trade unions and, in particular, education trade unions are also about fighting inequality, opening up opportunity, building trust, democracy, and social justice. All of these struggles are linked to and dependent on the effective exercise of the full range of human rights. It is only the protection of and respect for human rights that makes social and economic progress and decent societies possible.

There were four interventions:

Silvia Joaquin (**FNE/Portugal**) said this resolution was necessary given the issues facing the world, including violations of human rights and restrictions on public services. People need to fight for dignity at work, decent work, and social dialogue, he concluded.

Kolbjorg Odegaard (**UEN/Norway**) said that this Policy Paper would make it more difficult for governments to ignore unions and their rights. It was a powerful tool based on universally recognised fundamental human and trade union rights to use in negotiations with governments.

Maria Rönn (**Lärarförbundet/Sweden**) welcomed the development of a policy on human and trade union rights. Every time unions succeed in using their rights, individually or collectively, they strengthen and reinforce their common rights and manifest their identity as actors in a strong union movement, independent from commercial interests. Governments need to be reminded of their responsibility to ensure these rights, she said.

In a joint intervention, Randi Weingarten (**AFT/USA**) and Juan Díaz de la Torre (**SNTE/Mexico**) explained that their unions have a close partnership. They speak with one voice for their members and both believe that access to high quality public education is key civil and human right for all, including children with disability, migrants, indigenous communities etc. Both unions are committed against corporate interest that undermine public education, collective rights, and try to turn schools into a market system that divide children into poor and rich.

The enabling resolution was carried.

The Policy Paper describes how human and trade union rights strengthen the work of education unions and provide a mandate for them to act on behalf of their members. It reflects the core values and objectives promoted by EI through its constitution, policies and programme activities. It complements the



▲ Emily Noble



▲ Robert Jeyakumar Plamel Nathan



▲ On the way to plenary



▲ Joël Olive



▲ Randi Weingarten and Juan Díaz de la Torre



El Education Policy Paper adopted by the 6th World Congress in 2011.

The paper outlines principles relating to human rights in a globalised world, education for the world we want, the role of education trade unions, education workers' rights, and children's and students' rights.

MIGRATION, PROFESSIONAL DIVERSITY AND RACISM

Resolution 3.3 was moved by Kathy Wallis (**NASUWT/UK**) who said migrant teachers must be celebrated and congratulated for their work. All too often, however, migrant teachers face discrimination and their qualifications are not recognised. Securing the rights of migrant teachers and education support personnel must be at the centre of EI's campaign for quality education. The resolution was seconded by Marietta English (**AFT/USA**) who said migrant teachers enrich curricula and the exchange of ideas and they should enjoy the dignity and a work space free of discrimination.

Amendment:

Amendment (a) to delete "and the World Bank" and insert 'and' before 'the ILO' in paragraph 14 was moved by Mary Compton (**NUT/UK**) who said EI should be working with communities, teachers, parents, and students of the world rather than giving credibility to the World Bank's 'social justice tagline' by working with them. The amendment was seconded by Gabriel Caldentey Ramos (**STES-I/Spain**) who said the World Bank does not promote social values or democracy, instead proposing a capitalist agenda where profit is more important than people and austerity is a goal in itself.

Amendment (a) **was carried**.

There were two interventions made on the resolution:

Kamuran Karaca (**Eğitem Sen/Turkey**) raised the right to education of refugee children. In their region, thousands of people have migrated from Syria and millions of them were living in Turkey. Migrant workers face poor working conditions, he said, adding that education in the Kurdish language is forbidden but refugee children can get education in their language.

Milagros Ogalinda (**SMP-NATOW/Philippines**) said teacher turnover was a major concern in education. Many Filipino teachers work abroad as domestic workers and caretakers instead of teaching, with experienced teachers in core subjects leaving The Philippines. This has led to, on average, a shortage of 40,000 teachers per year, with a knock-on effect of decreasing numbers of union members in both private and public schools, and in the union. Policy recommendations were needed to divert teacher migration from both sending and receiving countries.

Resolution 3.3 as amended **was carried**.

The resolution mandates **Education International** (EI) to support the work of member organisations in promoting equality for migrant teachers. And Congress resolved to continue to support EI in working with organisations such as UNESCO and the International Labour Organisation to promote the benefits of teacher mobility.

SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV)

Resolution 3.1 was moved on behalf of the **Executive Board** by Margaret Rwabushaija (UNATU/Uganda). She said millions of children and education personnel were affected by SRGBV, despite many governments having committed to safe schools. SRGBV refers to violence that takes place in and around schools, and on the way to and from education institutions. It includes verbal abuse, bullying, including cyber-bullying, and sexual and physical harassment. Education personnel and students are victims but can also be perpetrators. SRGBV is a serious barrier to the enjoyment of the right to education but remains poorly reported and too often ignored. Young

children, women and LGBT are particularly vulnerable. Being subject to SRGBV often leads to low attendance, drop-outs and low self-esteem. The resolution recalled the Declaration on Schools as Safe Sanctuaries and calls on policy frameworks to prevent SRGBV, and protect education personnel and students. It called on governments to consult with trade unions, and ensure that SRGBV is integrated in teacher training, including CPD. It also invited EI to review the declaration on professional ethics to ensure that SRGBV is adequately integrated, she concluded. The resolution was seconded by Lok Yim Pheng (NUTP/Malaysia).

Amendments:

Amendment (a) to insert a new paragraph between paragraphs 3 and 4 was moved by Donna Chiera (AFT/USA) and seconded by Mike Jennings (IFUT/Ireland).

Amendment (a) **was carried**.

Amendments (b) and (c) were moved by Line Camerlain (CSQ/Canada) and seconded by Awa Wade (UDEN/Senegal). Amendment (b) sought to add the words "training for students would also be desirable" after "to address SRGBV" in paragraph 11b as printed. Amendment (c) sought to add the words at the end "To this end, gender equality training for staff and students would be desirable" after "their jurisdictions" in paragraph 12c as printed.

Line Camerlain said the amendments sought to also include training in this area for students, along with initial and continuous training for staff. Awa Wade said that, in Africa, women were restricted to a specific status and that training on these issues needs to be conducted to produce an improved gender balance.

Amendments (b) and (c) **were carried**.

Amendment (d) to add new sub-clause, "To convene a global summit on SRGBV to coincide with the next EI World Women's Conference", between 12b and 12c and re-number accordingly in paragraph 12 was moved by Max Hyde (NUT/UK). She said safe schools for students and personnel were a prerequisite for quality education. She called for coordinated, comprehensive and integrated action, and for a summit on SRGBV, to be held in conjunction with the EI Women's Conference. The amendment was seconded by Kim Knappett (ATL/UK) who said strategies, deadlines, and actions were needed to help eradicate SRGBV.

On behalf of the **Executive Board**, Juçara Dutra Vieira spoke against the amendment. She said the strategy on SRGBV could be discussed at the next women's conference and the Executive Board was in favour of the strategy but was not in favour of creating a separate summit.

Amendment (d) **was rejected**.

There were four interventions made:

Shelvy Abrams (AFT/USA) said SRGBV was the very antithesis to what education should be. This resolution gave EI the mandate to stand strong, she said.

Lucila Garfias Gutiérrez (SNTE/Mexico) said SRGBV was increasing and mainly affects women and girls and goes against the MDG. Government must create a legal framework to eradicate all sorts of discrimination at schools, she said, calling on information and training to be provided for people to deal with these issues. EI should create spaces that would allow for a broader and deeper discussion on this subject, she said.

Dianne Woloschuk (CTF-FCE/Canada) said CTF collaborated with the UN Girls Initiative and this resolution allows them to keep raising awareness and advocating on the issue. SRGBV remained an urgent challenge in



▲ Katty Wallis



▲ Milagros Ogalinda



▲ Yilmaz Burcu (on behalf of Kamuran Karaca)



▲ Margaret Rwabushaija



▲ Election ballots



▲ Plenary view



Canada, where indigenous women make up a larger proportion of the victims of SRGBV. SRGBV forms part of a vicious cycle where girls end up facing problems such as homelessness, addictions, school drop-out and so on.

Angela Wijesinghe (**ACUT/Sri Lanka**) highlighted that, in almost every country, women and girls undergo all sorts of violence, including domestic violence. She said violence against women needed to be understood in a wider context and SRGBV could be dealt with in a wider forum by taking into consideration all types of violence.

Resolution 3.1 as amended was carried.

The resolution mandates EI's **Executive Board** to review the EI Declaration on Professional Ethics, to collaborate with the UN and civil society partners on SRGBV, and help member organisations to get governments to end SRGBV within their jurisdictions.

5.2 ADDRESS BY MONTSERRAT GOMENDIO, DEPUTY DIRECTOR GENERAL FOR EDUCATION WITH THE OECD

The quality of any education system relies on the quality of the teachers, said **Montserrat Gomendio**, Deputy Director General for Education with the OECD. It is the single most important factor influencing student performance. Thus, ensuring high quality teachers, who are satisfied with their job, and work in stimulating and supportive environments, must be a priority of all education systems.

This involved developing teaching as a profession, recruiting talent, supporting teachers in continued development, providing differentiated pathways for professional growth, and reflecting all of that in the societal image of teachers.

Addressing the theme of Valuing Teachers, Gomendio displayed a chart showing that in Malaysia, Singapore, Korea, the UAE, and Finland, the majority of teachers feel valued by society. But in France and the Slovak Republic, just five in 100 teachers think their work is respected. Factors influencing teachers' feelings of job satisfaction, she said, included classroom management rather than class sizes, and teacher collaboration. *"The more teachers engage in professional collaboration, the higher their job satisfaction and the greater their sense of effectiveness."*

In relation to leadership and development, most teachers tell the OECD that professional development has an impact on their teaching. In addition, most teachers in most countries agree that their role is to facilitate students' own inquiry, and that students should be allowed to find solutions before the teacher gives them the answer. However, only half of the teachers say that students work frequently in small groups to come up with a joint solution, something that is really critical to the kind of 21st Century skills needed. Similarly, only a third of students frequently work on projects that require at least one week to complete, which is again critical to the kind of deeper learning required in the 21st Century. *"There still seems a long road to establishing the kind of innovative learning environments that enable teachers to pursue the kind of pedagogies that they themselves identify as critically important,"* she said.

5.3 RESOLUTIONS (CONT.)

LGBTI RIGHTS

Resolution 3.5 was moved by Jennifer Moses (**NASUWT/UK**) who told Congress that LGBTI rights were fundamental human rights enshrined in international law. Bigotry and hatred in all forms must be condemned, she said, adding that it is unlawful to be LGBTI in 78 countries, and thousands of people globally

remain victims of discrimination, persecution and hate crimes. The resolution was seconded by Frauke Gützkow (**GEW/Germany**) who said that education personnel have to transmit the values of tolerance and embrace diversity and, as trade unionists, must represent the interests of all members.

Amendments:

Amendments (a), (c) and (j) were moved by Max Hyde (**NUT/UK**). Amendment (a) sought to insert in paragraph 2 the words “and defence” between “protection” and “of human rights”. Amendment (c) sought to insert the word “researchers” between “teachers” and “and education support” in paragraphs 9, 13 and 17. Amendment (j) sought to insert a new paragraph after existing paragraph 19. Max Hyde said educators need to work to show that there is no such thing as a standard child. The amendments were seconded by Rob Goodfellow (**UCU/UK**).

Amendments (a), (c) and (j) **were carried**.

Amendments (b), (d), and (e) were moved by Donna Chiera (**AFT/USA**) and seconded by Max Hyde (**NUT/UK**). Amendment (b) sought to insert the words “or gender expression” in paragraph 4 after “or gender identity”. Amendment (d) sought to insert a new paragraph between paragraphs 9 and 10. Amendment (e) sought to insert in paragraph 14 the words “their students, staff and communities about gender identity and expression and” after “educating” and before “against homophobia” and insert the words “and implementation of a diversity mission and a strategic plan that includes” after “development” and before “curriculum”.

Amendments (b), (d) and (e) **were carried**.

Amendments (f), (g), (h) and (i) were moved by Isabel Vera Belmonte (**FECCOO/ Spain**). Amendment (f) sought to insert a new paragraph after existing paragraph 16. Amendment (g) sought to insert a new paragraph after existing paragraph 18. Amendment (h) sought to insert a new paragraph after existing paragraph 19. Amendment (i) sought to insert a new paragraph after existing paragraph 19.

Isabel Vera Belmonte said teaching staff were scared of showing their gender orientation because of direct or indirect discrimination and a possible influence on their job stability. She called for the preparation of specific training for teachers on this issue and for awareness to be raised in classrooms and education establishments. Governments and educational centres and education in general should understand LGBTI issues and deal with such situations using legal frameworks so that everyone is respected and valued. The amendments were seconded by Rob Goodfellow (**UCU/UK**).

There were two interventions made on the resolution:

Ted Kirsch (**AFT/USA**) urged delegates to support this crucial resolution because it was the right thing to do.

Glenda Boyes (**NAPTOSA/South Africa**) said unions needed to work relentlessly on this issue.

Resolution 3.5 as amended **was carried**.

Amongst other things, the resolution demands that **EI** take a proactive approach to championing and advocating for LGBTI both in its communications, support for affiliates, and at national and international level.

SUPPORT OF UNITED NATIONS EMPLOYEES' RIGHTS

Resolution 4.6 was moved by UN staff member Barbara Tavora-Jainchill (**AFT/USA**). She thanked the AFT for accepting UN staff as members and the proponent unions. She said UN staff members retained freedom of association but lost the right to collective bargaining on commencing work for the UN. Staff could only be consulted, she said, adding that UN employees deserved



▲ Voting



▲ Jennifer Moses



▲ Montserrat Gomendio



▲ Frauke Gützkow



▲ In the registration area



better than that. The resolution was seconded by Dianne Woloschuk (**CTF-FCE/Canada**).

There were two interventions made:

John MacGabhann (**TUI/Ireland**) urged delegates to support the resolution. It was enormously important that the UN ensured decent work for all, he said.

Brian Cookson (**NASUWT/UK**) said that while the Unite campaign seemed to have succeeded in securing education as one of the SDGs, it was important not to forget the rights of workers, including those working for the UN. UN staff work for human rights and social justice but sometimes have their own right to freedom of association violated and can work under appalling circumstances, he said.

Resolution 4.6 was carried.

As well as other provisions, the resolution mandates EI to inform the Secretary-General and the heads of all UN agencies of its support and solidarity for the rights of the UN workforce. And it calls on EI to update its leadership and affiliates, on a regular basis, of progress made to improve workers' rights within the U.N. system worldwide.

5.4 REPORT FROM ELECTIONS COMMITTEE

The Chairperson of the Elections Committee, **Anders Rusk** (OAJ), announced the results of the elections to the Open Seats. Nine candidates with the highest number of votes were elected. In total, 252 valid and six invalid ballots were received.

Elected in alphabetical order were:

1. Okju Bak, KTU/Korea
2. Laurent Escure, UNSA-Education/France
3. Luis Grubert Ibarra, FECODE/Colombia
4. Steffan Handal, UEN/Norway
5. Daniel B. Lafrenière, CSQ/Canada
6. Manuela Mendonça, FENPROF/Portugal
7. Patrick Roach, NASUWT/United Kingdom
8. Davanand Sinanan, TTUTA/Trinidad and Tobago
9. James Tweheyo, UNATU/Uganda

5.5 RESOLUTIONS (CONT.)

THE LATIN AMERICAN REGION

Resolution 2.7 was moved on behalf of the **Executive Board** by Juçara Dutra Vieira. The resolution resolves that EI will continue to denounce the violation of human and trade union rights by the Government of Honduras. And EI resolves to develop a strategy to protect these rights through measures such as solidarity actions, campaigns, and protests.

Juçara Dutra Vieira said this resolution was motivated by EI's commitment to fight for human and trade union rights and, through that, to achieve democracy and peace. She highlighted the difficulties in Honduras since the coup d'état in 2009 which was a systematic attack on human and labour rights. She said that attacks on education professionals also impact on young people and students. She called on unionists to denounce the situation in Honduras, which has included the murder of teachers, and to create a strategy for protecting human and labour rights. The resolution was seconded by Hugo

Yasky (**CTERA/Argentina**), who said Honduras was the first country in Latin America to suffer from a coup d'état in the 21st Century. Democracy, human and labour rights must be defended, he said.

Four interventions were made:

Francisco Javier Duarte Flores (**SNTE/Mexico**) said the protection of human and trade union rights was a fundamental right. He highlighted that Mexico was going through several structural reforms, including education reform. Trade unions in Latin America should help to defend public education and should cooperate within EI. All of EI's affiliates should work towards developing strategies including global strategies among different countries.

Elias Muñoz Varela (**COLPROSUMAH/Honduras**) said teachers in Honduras were being threatened and had their human and labour rights violated. Sixty teachers had been murdered and many teachers had been suspended from their posts, some because of their activism, he said. All public servants had their salaries adjusted and ILO conventions had been violated by the government. He asked Congress to support Honduras through this resolution.

Lilian Andino (**COLPEDAGOGOSH/Honduras**) said education had been abandoned in Honduras for many years. Teachers have had to use their salaries to create decent conditions and have been denied the opportunity to meet together and have training. The Honduran government wanted to implement a standardised online evaluation system for schools, she said. In addition, the government was trying to privatise many services, including health and education.

Rufino Murillo Turcios (**PRICPHMA/Honduras**) commented that freedom of association and the right to strike had been removed from teachers in Honduras in a climate of deteriorating conditions.

Resolution 2.7 was carried.

The resolution resolves that EI will continue to denounce the violation of human and trade union rights by the Government of Honduras. And EI resolves to develop a strategy to protect these rights through measures such as solidarity actions, campaigns, and protests.

THE ASIA-PACIFIC REGION

Resolution 2.9 was moved on behalf of the **Executive Board** by Ryosuke Kato. The resolution recognised that many member organisations in the region did not fully enjoy freedom of association and/or collective bargaining, he said. He also said it called attention to the difficulties of trade unions in the Philippines, Bangladesh, Pakistan, Sri Lanka, Nepal, Thailand, Fiji, and Cambodia. The resolution was seconded by Ram Pal Singh (**AIPTE/India**) who told Congress that people in the Asia-Pacific region continued to face violations of human and trade unions rights, were denied the right to organise in unions, and many had no right to collective bargaining.

The resolution was carried.

Amongst other things, the resolution commits **EI** to continue raising issues of human and trade union rights violations in Cambodia and Fiji, in particular, with the International Labour Organization and other relevant institutions.

5.6 REPORT OF THE RESOLUTIONS COMMITTEE

Resolutions Committee Chair **Patrick Roach** explained that Composite Resolution E (a composite of Resolutions 6.1 and 6.2) was agreed and Resolutions 6.1 and 6.2 were therefore withdrawn.

He said that, in accordance with the EI Constitution and By-Laws, six urgent resolutions were accepted on the:



▲ Voting



▲ In the plenary



▲ Hugo Yasky



▲ Lilian Andino



▲ Ram Pal Singh



▲ Open Seats elections



- Delegalisation of the Korean Teachers and Education Workers Union (**KTU/Korea**)
- EI Solidarity Fund and disaster response (**NTA/Nepal**)
- Situation affecting Iran teacher trade unionists (**CCITTA/Iran**)
- Situation in Iran (**NASUWT/UK**)
- Austerity policies in Greece (**OLME/Greece**)
- Situation affecting Colombian Teachers (**FECODE/Columbia**)

The Resolutions Committee was exploring with CCITTA (Iran) and NASUWT (UK) the formulation of a composite urgent resolution on the situation in Iran given that two draft resolutions on Iran had been received.

He listed three draft resolutions that did not meet the criteria for urgent resolutions:

- The Practice of Character and Global Citizenship Education (**KFTA/Korea**),
- Resolution on Bill C-377 (**CTF-FCE/Canada, CSQ/Canada, FNEEQ-CSN/Canada, FQPPU/Canada, FPPU/Canada**), and
- a resolution from **ITU/Israel**.

The report of the Resolutions Committee, moved by Patrick Roach and seconded by Yamile Socolovsky (**CONADU/Argentina**) was adopted.

Congress Plenary Session VI:

Day 4 - Saturday 25 July – Morning

6.1 RESOLUTIONS (CONT.)

THE EUROPEAN REGION

Resolution 2.8 was moved on behalf of the **Executive Board** by José Campos Trujillo, who said this resolution spoke out against austerity in education and against commercialisation, privatisation, and attacks by neoliberal policies. The Executive Board denounces the policies of austerity and privatisation in education, he said, adding that, across Europe, youth unemployment, cuts in social rights and in working rights and a lack of solidarity were the consequences of austerity policies. Such policies were leading to unemployment and discrimination. Austerity was also leading to a campaign to remove unions from society, but unions would not be destroyed because they were more united than ever within EI. In addition, Europe was also witnessing attacks on the welfare state and discord was spreading between the North and the South.

The resolution was seconded by Christine Blower (**NUT/UK**), who said unions needed to build solidarity and resilience amongst the actors of civil society campaigning against neoliberal policies. Unions must make sure that their members and the wider community see what the situation is and unions must channel their anger into political activities to implement the necessary changes.

Seven interventions in favour of the resolution were made:

Themis Kotsifakis (**OLME/Greece**) said the austerity measures put in place by the Troika had a huge impact on people and workers in Europe. Social dialogue and collective bargaining was needed in Greece and elsewhere in support of teachers and public schools.

Carlos López Cortiñas (**FETE-UGT/Spain**) said that education was now considered as expenditure, not as investment in Europe. Expenditure led to cuts to ensure that budgets could balance, he said, adding that cuts in education in Spain led to fewer centres and teachers.

Rossella Benedetti (**UIL-Scuola/Italy**) said that education staff salaries in Italy had been frozen since 2009. The education law was reformed by the government without consultation with teachers, trade unions, and students. This contradicted the EU2020 strategy, she said, calling for more active policies which would lead to a better situation in Europe.

Manuela Mendonça (**FENPROF/Portugal**) said neoliberal policies had been put in place in Europe to the detriment of education quality and to the detriment of everyone in the EU, except the multinationals. Pressure needed to be put on governments, alliances needed to be built to further solidarity in this crisis, and the union movement needed to coordinate this action, she said.

Hélène Hemet (**UNSA Education/France**) said government actions were leading to a loss of competence and knowledge, increasing youth unemployment, and brain drain.

Apostolos Apostolidis (**POED/Cyprus**) said the economic crisis was being used as an excuse by governments to implement cuts in public budgets and in education. This resolution would empower teachers and trade unions to defend teachers' rights and working conditions.

Hervé Basire (**FERC-CGT/France**) said that higher education and research issues would be discussed at the forthcoming ETUCE conference in Paris on higher education and research. Unions need to confront the questionable measures that have been put in place by governments and the European institutions, including decisions that limit public spending in education.

Resolution 2.8 was carried.

The resolution mandates **EI** and the European Region, **ETUCE**, to interact with European and global institutions and to support the actions of affiliates at national and international level.

TRADE UNION ACTION TO COUNTER NEOLIBERAL POLICIES ON EDUCATION

Resolution 1.11 was moved by Themis Kotsifakis (**OLME/Greece**) who said the OECD, the IMF, and the Troika had placed one-sided cuts on countries. These cuts had led to class-size increases, teacher dismissals, and school closures. Global education reforms followed market values, leading to competition in schools, loss of humanity subjects, a loss of broad knowledge and pedagogy, and degradation in the status of teachers. Free public high quality education for all must be defended, he said. The amendment was seconded by Hamer Eduardo Villena Zúñiga (**SUTEP/Peru**), who said a political movement was necessary to change politics from within, as in Peru.

Amendments:

Amendments (a) and (c) were moved by Mary Compton (**NUT/UK**). Amendment (a) sought to insert "in particular through the use of performance related pay schemes" after "teaching profession and educational systems" in paragraph 5. Amendment (c) sought to insert "to include merit pay and performance related pay schemes" after "and salaries of teachers and education personnel" in paragraph 9. Mary Compton said that in a southern Mexican state, standardised testing had been introduced, trade union bank accounts closed, and teachers detained. The amendments were seconded by Sally Hunt (**UCU/UK**).

Amendments (a) and (c) were carried.

Amendment (b) to delete "and to put an end to them" in paragraph 7 was



▲ José Campos Trujillo



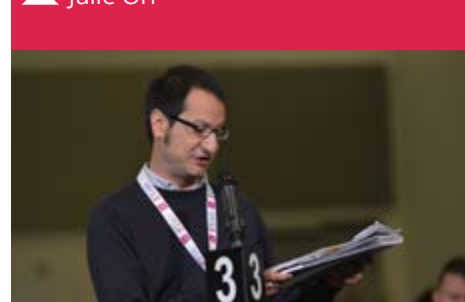
▲ Themis Kotsifakis



▲ Carlos López Cortiñas



▲ Julie Orr



▲ Francesco Sinopoli



moved by Trudy Kerperien (**AOb/Netherlands**), who said that EI could not undertake this task alone. The amendment was seconded by Klaus-Peter Hammer (**GEW/Germany**).

Speaking against Amendment (b), Alessandro Arienzo (**FLC-CGIL/Italy**) gave his union's support to the Executive Board to develop a global response to these policies.

Louise Regan (**NUT/UK**) urged delegates to vote against the amendment.

Amendment (b) was carried. (260 for and 160 against)

Nine interventions to the resolution were made:

Roberto Baradel (**CTERA/Argentina**) said EI was setting a clear line against austerity and privatisation and urged support for the ongoing fight against neoliberalism.

Francesco Sinopoli (**FLC-CGIL/Italy**) said social inequalities were being fostered by neoliberalism and austerity measures, along with the commodification of public education. The neoliberal ideology was a market oriented vision and dangerously impacted on education, he said. Unions needed to clearly express their commitment to public education and to teaching and quality working conditions and to research as the basis for development.

Manuela Mendonça (**FENPROF/Portugal**) said austerity led to a reduction in the training of teachers, less support for students with special needs, and created an education system of the elite, with state reforms leading to private schools and private teaching.

Caroline Senneville (**FNEEQ-CSN/Canada**) said it was better to confront these negative initiatives in so many countries around the world.

Isabel Vera Belmonte (**FECCOO/Spain**) said neoliberal policies were removing the prestige from education and teaching staff and were endangering public services. These policies were also causing significant reductions in the financing of education and increasing the privatisation and commercialisation of education.

Apostolos Apostolidis (**POED/Cyprus**) said austerity measures used productivity and outcomes, not people, as measurables. Following the recommendations of the IMF and the World Bank, schools were closed and teachers let go, all of which impact on quality education.

Frédérique Rolet (**SNES-FSU/France**) said some concepts in education came from the business sector and aimed to develop competition between staff with salaries paid on an individual basis. He said neoliberal policies needed to be fought to ensure employability and a good education.

Heather Smith (**CTF-FCE/Canada**) commented that budget cuts open the door to the commercialisation of education. The CTF is committed to unite with those around the world who struggle against austerity agendas which are contrary to quality education.

Jean Kamdem (**FESER/Cameroon**) urged EI to suggest at UN level a resolution against any austerity policy concerning education and public services.

Resolution 1.11 as amended was carried.

The resolution mandated the EI **Executive Board** to develop global response strategies to counteract the impact of neoliberal policies on education, to continue its work towards international organisations that operate in the field of education, and to collect, publish and disseminate data and evidence on the working conditions and salaries of teachers and education personnel to include merit pay and performance-related pay schemes.

FIGHTING AUSTERITY TO DEFEND RIGHTS, STATUS, JOBS AND SALARIES

Resolution 1.12 was moved by Jérôme Legavre (**FNEC.FP-FO/France**) who said France had seen a decrease in jobs and budget cuts, leading to strikes. Between 2010 and 2015, 135,000 jobs were lost in France, including 40,000 in education; salaries were frozen, working conditions had deteriorated, and only five per cent of teachers felt valued in their work. The example of Greece showed that austerity led to social unrest, he concluded. The resolution was seconded by Gabriel Caldentey Ramos (**STES-I/Spain**).

Eight interventions were made:

Thomas Kossi Cakpo (**SYNAPROLYC/Benin**) spoke in support of the resolution, saying that the right to education is a fundamental right. At the end of the 1980s, Benin suffered structural adjustment plans due to the Bretton Woods institutions, leading to a lot of suffering in education. There is now a shortage of 10,000 teachers in primary education and more than 12,000 in secondary education. There is no development without quality education.

Boujarra Hassine (**FGESRS/Tunisia**) urged unions to fight together against austerity, adding that economically poor individuals will be deprived of education.

Jerry Jordan (**AFT/USA**) said poor children and poor states were badly affected by major cuts which had a significant impact on schools.

José Garcia Mora (**SNTE/Mexico**) said that quality education and the quality of life of educators was key to the achievement of success. Quality education is left entirely to the teachers, so unions must ensure that teachers' salaries are fair, working conditions are good, and that the precarious nature of work in education is ended.

Mamadou Barro (**F-SYNTER/Burkina Faso**) said that many in Africa had suffered the effects of the structural adjustment plans, which were another way of imposing austerity. It was absolutely necessary to have a well-organised plan at national and regional level to fight austerity, he concluded.

Almoustapha Moussa (**SYNAFEN/Niger**) called on EI to pressure governments, saying that SYNAFEN was fighting for better working conditions and salaries for teachers.

Marlis Tepe (**GEW/Germany**) said austerity went against democratic citizenship, education, and education for all. The GEW was working actively against these policies on austerity and in support of unions in Spain, Portugal, and Greece.

Jaime Alberto Gajardo Orellana (**CPC/Chile**) said that, in Chile, teachers' salaries were not regulated by the state. Neoliberal policies prevented workers from securing improved conditions.

Resolution 1.12 was carried.

Amongst other things, the resolution mandates the **Executive Board** to set up a campaign to defend security of tenure for teachers guaranteed by a statute, press for agreed demands by vigorously lobbying the relevant intergovernmental organisations, and to regularly publish reports on the progress made in meeting these demands.

THE ESTABLISHMENT OF A MULTILATERAL LEGAL FRAMEWORK TO PROCESS FOR SOVEREIGN DEBT RESTRUCTURING PROCESSES

Resolution 1.14 was moved by Sonia Alesso (**CTERA/Argentina**) who told Congress that the sovereign debt crisis was of great concern to Latin America.

In 1997, she said, the UN approved Resolution 78304 on the establishment of a multinational legal framework to restructure sovereign debt which



▲ Mamadou Barro



▲ Hamer Eduardo Villena Zúñiga



▲ Christian Steward



▲ Almoustapha Moussa



was pushed through by Argentina. In 2014, there were calls made to governments not to go ahead with this framework due to its impact and social consequences. She called on EI affiliates to develop actions to deal with hedge funds at regional and national level and to act in solidarity against the sovereign debt.

The resolution was seconded by Fatima da Silva (**CNTE/Brazil**) who said this resolution reaffirms EI's autonomy and independence. It also said that multilateral bodies such as the IMF and World Bank cannot continue to impose rules on sovereign countries and to attack trade unions and social rights, where education is one of the first sectors to experience cuts.

Amendment:

Amendment (a) to insert "including cuts in the funding for public education" in paragraph 1 after "social consequences" was moved by Pierre Girouard (**CSQ/Canada**). He explained that this addition was to highlight the negative impact of the sovereign debt structure, which included restricting and limiting public funds, including in education, leading to reduced employment opportunities. The amendment was seconded by Paul Gnelou (**SNEPPCI/Ivory Coast**).

The amendment was carried.

There were four interventions:

Fabián Felman (**CEA/Argentina**) spoke in support of this resolution because it was closely linked to the institutions in Argentina, where the government defended its policies and said 'No' to the IMF along with other governments. Argentina does not have a collective bargaining agreement and unions cannot bargain for a minimum wage, but moves are being made to re-establish collective bargaining.

Hamer Villena Zúñiga (**SUTEP/Peru**) sent greetings to the Inca people of Machu Picchu. He said unions needed to fight against neoliberal policies, adding that Peru has the lowest salaries for teachers in the world, according to the ILO.

Eduardo Pereyra (**CTERA/Argentina**) said that, in Latin American countries, plans were being made between right-wing governments, the IMF and the World Bank. This move was leading to a reduction in resources and deterioration in the conditions of workers. These austerity plans and the sale of bonds was a new form of domination for countries, he said, adding that capital should be used to produce more goods so that people could live more happily.

Resolution 1.14 as amended was carried.

One of the resolution's provisions was to urge the **Executive Board** of EI to express its support for the initiative approved by the UN to broach the approval of an international legal framework on the topic in question at the General Assembly of 23 September 2015.

STOP AUSTERITY POLICIES IN GREECE!

Urgent Resolution 7.3 was moved by Themis Kotsifakis (**OLME/Greece**) who said that austerity policies attacked Greece's public education and people's lives. In 2015, the education budget in Greece was reduced by 35 per cent, 2,000 schools were closed, 33 per cent of the VET schools were closed, teacher numbers were reduced by 28 per cent, youth unemployment had reached 60 per cent creating a humanitarian crisis, he said. He recounted how OLME had mobilised to secure the return to work of more than 2,000 teachers who had been suspended.

The resolution was seconded by Christine Blower (**NUT/UK**) who called for unanimous support for the resolution, while saluting OLME's campaign in

Greece. Austerity measures could only lead to suffering and a humanitarian crisis, she said, calling for an end to austerity policies and the tax burden and for support for public education.

Three interventions were made:

Apostolos Apostolidis (**POED/Cyprus**) said that, as had been admitted internationally, Greece was the guinea pig for austerity measures. This resolution called on governments to stop experimenting with the people in Greece, he concluded.

Kamuran Karaca (**Eğitim-Sen/Turkey**) highlighted pressure on unions in Turkey, including the arrest of three people in the Eğitim-Sen office and the confiscation of computers and materials. He also told Congress of the death of a union member in Turkey during an attack by ISIS two days previously.

Hugo Yasky (**CTERA/Argentina**) asked that EI consider a day of solidarity to support the Greek people.

Urgent Resolution 7.3 was carried.

The resolution expressed the support of EI's 7th World Congress for teachers and workers in Greece as well as the rights of workers to protest and demonstrate against austerity.

6.2 VIDEO ADDRESS BY KAILASH SATYARTHI, FOUNDER OF THE GLOBAL MARCH AGAINST CHILD LABOUR

"The world is at a crossroads facing many problems such as terrorism, global warming and climate change, poverty, and inequalities. None of these problems will be solved without quality education and quality education needs quality teachers." So said Nobel Peace Prize winner **Kailash Satyarthi**, founder of the Global March Against Child Labour in a video message to Congress.

Satyarthi also called on teachers to join him in a campaign to get 100 million children to speak on behalf of another 100 million children who are deprived of education and other basic rights.

6.3 RESOLUTIONS (CONT.)

GROUP E: IMPROVING OUR STATUS AND EMPLOYMENT CONDITIONS

QUALITY TERMS AND CONDITIONS OF EMPLOYMENT AND THE CAMPAIGN FOR DECENT WORK

Composite C of Resolutions 2.3 and 2.5 was moved by Randi Weingarten on behalf of the **Executive Board**, who said this resolution recognised the different challenges facing the teaching profession and how to address them. Salaries was one issue which had not been addressed, she said, with the global recession having led to a deterioration in salaries, and impacting on resources and support for healthcare and benefits. There was also a lack of political will to ensure that all children received an education, she said. Elizabeth Lawrence (**UCU/UK**) seconded the resolution, saying that precarious work was being addressed by this composite resolution. The teaching profession had been affected by poorer job conditions, suppression of unions, fixed-term contracts, atypical contracts, zero-hour contracts, and casualisation, she said.

Amendments:

Amendment (a) to insert "researchers" between the words "teachers" and "and education support personnel" in paragraph 4 was moved by Marlis Tepe (**GEW/Germany**) who said precarious work was widespread, especially in higher education. The amendment was seconded by Andrew Bonnell



▲ Hervé Basire



▲ Caroline Senneville



▲ Marlis Tepe



▲ Pierre Girouard (CSQ)



▲ Kailash Satyarthi



(**NTEU/Australia**) who said paying staff per hour in the higher education sector was not conducive to quality education or to the sustainability of research projects. Without job security, there was no intellectual freedom, he said, adding that a lack of permanent employment opened the doors to privatisation and subsidies from private companies.

Dennis Van Roekel (**NEA/USA**) spoke against the amendment, calling for different wording – “teachers and all education support personnel” – to be used to represent the entirety of the profession, including further education, early childhood education workers, and VET.

Amendment (a) **was carried**.

Amendment (b) to insert “professional autonomy,” after “in terms of salaries,” in paragraph number 7 was moved by Trudy Kerperien (**AOb/Netherlands**) who said it was teachers’ ability to develop themselves that made the teaching profession attractive. The amendment was seconded by Klaus Peter Hammer (**GEW/Germany**).

Amendment (b) **was carried** (214 votes in favour, 212 votes against, 5 abstentions).

Amendment (c) to insert “to facilitate access to the necessary qualifications” in paragraph 10 after the words “decisive steps” was moved by Michelle Olivier (**SNUipp-FSU/France**). She said professional development had been developed to Masters level in many countries. The amendment was seconded by Samuel Rohrbach (**SER/Switzerland**).

Amendment (c) **was carried**.

Amendment (d) to replace “human resource management” by “personnel management” in the first line of paragraph 11a was moved by Gabriel Caldentey Ramos (**STES-I/Spain**), said this was a linguistic point. Workers should be addressed as persons, he said, not as ‘human resources’ which was a capitalistic term linked to neoliberal policies. The amendment was seconded by Isabel Vera Belmonte (**FECCOO/Spain**).

Amendment (d) **was carried**.

Six interventions on the resolution were made:

Jean Kamden (**FESER/Cameroon**) said that it was time for EI’s fight for quality education and training to be extended to a fight for quality employment.

Robin Vose (**CAUT/Canada**) highlighted how precarious employment conditions, especially in the Higher Education sector, were a threat to quality education.

Anna-Mia Nilsson (**Lärarförbundet/Sweden**) said measures must be taken internationally to ensure that children do not pay the price of the economic crisis.

Alfonso Cepeda Salas (**SNTE/Mexico**) called for job security for all trade unionists, be they teachers, researchers, ECE, VET, or support personnel.

Olli Luukkainen (**OAJ/Finland**) said a strong teaching profession was good for quality education at all levels and decent workplaces in education were important.

Pedro José Hernández Castillo (**ASPU/Colombia**) recalled discussions on the crisis in Latin America and Europe and the education of future citizens.

Composite C of Resolutions 2.3 and 2.5 **was carried.**

Amongst its directions, the resolution instructed **EI** to develop a policy brief on employment in education, to monitor the use of fixed-term contracts, and to advocate internationally to raise the profile of precarious employment as an impediment to the campaign for decent work.

EDUCATION SUPPORT PERSONNEL

Resolution 2.1 was moved on behalf of the **Executive Board** by Daniel B. Lafrenière, who said this resolution sought to protect the rights of all education staff and support personnel at all levels of education, including administration and clerical, career guidance and counselling, documentarists and librarians, maintenance and skilled trades, food and nutrition, health and welfare, tutors, teaching and learning assistants, security, technical, technological and communications, transport, and specialist professionals. Lack of professionalism and casualisation was a challenge for these colleagues, he said, and the resolution sought to ask the Executive Board to support the inclusion of education support personnel (ESP) in EI policies and in collective agreements.

The resolution was seconded by **Executive Board** member Sławomir Broniarz, who told Congress that ESP needed EI's support. In Poland, he said, ESP had been taken off school payrolls.

Amendments:

Amendments (a) and (b) were moved by Daniel B. Lafrenière (**CSQ/Canada**). Amendment (a) sought to delete the word "negative" and substitute the word "devastating" in paragraph 5. Amendment (b) sought to add the words "and make the necessary representations so that by the end of the next four year period, 2015-2018, this annual day of education support personnel is recognised by UNESCO and the UN, just like World Teachers' Day" in paragraph 7b after "quality education".

In proposing these amendments, Daniel B. Lafrenière said it was important to recognise and appreciate the manual and technical contribution of ESP, who often worked in the shadow of teachers. Gender equality in this sector must also be supported, he said. The amendments were seconded by Lorretta Johnson (**AFT/USA**) who said collective bargaining for ESP was important, something denied to thousands of colleagues in the USA.

Amendments (a) and (b) **were carried**.

Amendment (c) **had been withdrawn** by **CSQ/Canada**.

There were eight interventions:

Ruby Newbold (**AFT/USA**) said anybody working in schools knew how important the work of these support personnel was and they deserved professional development.

Gustavo Michua y Michua (**SNTE/Mexico**) called for the work done by ESP in support of teachers and quality education to be recognised and for more opportunities for professional development of support personnel.



▲ Daniel Lafrenière



▲ Bernard Gaucher



▲ Yobana de las Mercedes Salinas Arancibia



▲ Roberto Baradel



▲ Anna Brown



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7.1 RESOLUTIONS (CONT.)

CONTINUATION OF INTERVENTIONS ON RESOLUTION 2.1

Marta Vanelli (**CNTE/Brazil**) said EI needed a clear ESP strategy and that recognition of ESP and their work, professional development, and training was crucial. In Brazil, the CNTE advocated for both teachers and ESP and had secured a nationwide minimum salary for both teachers and ESP.

Angela Wijesinghe (**ACUT/Sri Lanka**) said the work of ESP was important so that teachers could teach in a conducive environment. The work of ESP had been taken for granted, she said.

Matthew McGowan (**NTEU/Australia**) said the term 'general and professional staff' was used instead of ESP in Australia. This was because ESP were equal to and not ancillary to teachers.

Paul Goulter (**NZEI Te Riu Roa/New Zealand**) said negotiations could be more successful and the outcomes better if unions represented both ESP and teachers.

Terry Burke (**IEU/Australia**) said about 20 per cent of IEU's membership were ESP. Good experiences of teachers and ESP working together challenged the tendency of employers to divide and conquer. However, challenges remained, including casualisation, the lack of reasonable classification, and professional development.

Sadek Dziri (**UNPEF/Algeria**) said the participation of ESP in union activities was difficult as the sector was experiencing hardships as employees and in terms of their environment. Unions should support and bargain for ESP's right to receive decent salaries, enhanced training and social and economic status.

Resolution 2.1 as amended was carried.

Amongst other things, the resolution mandates the **Executive Board** to launch an annual EI International Support Personnel Day.

YOUNG AND EARLY-STAGE TEACHERS AND SUPPORT PERSONNEL

Resolution 2.2 was moved on behalf of the Executive Board by Johanna Jaara Åstrand. She said the resolution addressed the importance of organising such education staff and providing them with an opportunity to be represented. She said the resolution made reference to EI's Organising Network and its Second World Women's Conference. Amongst other things, it called on EI affiliates to share best practices and early career development strategies and ensure that the views and opinions of early stage teachers and ESP were reflected in collective bargaining and union activities.

The resolution was seconded by Davanand Sinanan (**T&TUTA/Trinidad and Tobago**) who said that ECE remained a neglected sector. The provisions of a decent work agenda must apply to all ECE workers, he said, including the right to collective bargaining. ECE workers must have the same levels of professional development and training as others.

Amendments:

Amendment (a) to insert the word 'Researchers' between "early stage teachers" and "and support personnel" everywhere it appears in the resolution was moved by Marlis Tepe (**GEW/Germany**) and seconded by

Andrew Bonnell (**NTEU/Australia**)

Amendment (a) was carried.

Amendments (b) and (c) were moved by Michelle Olivier (**SNUipp-FSU/France**). Amendment (b) sought to insert “by colleagues who have been trained for this role,” in paragraph 8e between “peer counselling and mentoring,” and “from the beginning of every teacher’s career”. Amendment (c) sought to delete “coaching”, and after “classroom observations” insert “and support from experienced trainers” in paragraph 9a.

Proposing these amendments, Michelle Olivier said counselling was very important and that counselling and mentoring should be carried out by people trained to carry such activities. The amendments were seconded by Samuel Rohrbach (**SER/Switzerland**) who said that austerity tended to reduce the availability and length of training, placing more responsibility on senior staff. Access to training was key to a workforce that was able to demand its rights, he concluded.

Amendments (b) and (c) were carried.

There were seven interventions:

Melissa Cropper (**AFT/USA**) said there was a disconnect between values and teachers, resulting in the loss of many young teachers. She said these teachers should be supported in their union work as well.

René Frias Bencomo (**SNTE/Mexico**) supported the balanced and fair inclusion of ESP in the union. It was important to ensure that there were programmes to help young people, support them in their work, and ensure that they were represented in all decision-making.

Reidun Blankholm (**UEN/Norway**) told Congress that UEN’s annual member surveys showed that young people were engaged with traditional union values. However, they were not engaged in mainstream political activities, engaging instead in social media. Thus, unions should engage with young people through the platform they use.

Angela Roberts (**NZPPTA/New Zealand**) said that globally, young teachers and support personnel faced job insecurity and precarious work. This had a negative impact on union work as it was difficult for a person to speak up and defend their rights when they had no job security. Unions needed to ensure that the youth had a voice within their union.

Olli Luukkainen (**OAJ/Finland**) said young teachers needed the support of teacher unions through guidance and mentoring. In addition, using young people to instruct other young people was a concept that worked well, allowing young teachers and students to speak freely and open-mindedly about the profession.

Meziane Meriane (**SNAPEST/Algeria**) said that 20,000 teachers were being recruited to all sectors of the education system in Algeria. Training and support was key for them, he concluded.

Hector Barthélémy Fanou (**SYNAEM/Benin**) said SYNAEM members had very poor working conditions, adding that quality education was also related to good working conditions for staff.

Resolution 2.2 as amended was carried.

One of the resolution’s key mandated actions is that the **Executive Board** develop a strategy to encourage member organisations to let young elected members represent them in EI structures at the global and regional levels, paying close attention to gender and other inequalities that often intersect with each other and may lead to the marginalisation of certain young educators.



▲ Line Camerlain



▲ Dominikus Plaschg



▲ Marc Delepouve



▲ Fabián Felman



▲ Gabriel Caldentey Ramos



▲ Gilda Bloom-Leiva



PUBLIC RESEARCH, SCIENTIFIC AND ACADEMIC FREEDOMS

Resolution 2.6 was moved by Patrick Monfort (**SNCS-FSU/ France**). He said academic freedom was at the centre of quality research. He highlighted challenges facing the sector, including casualisation of the research sector. Better working conditions, decent salaries, and job security had to be ensured, he concluded. The resolution was seconded by James Compton (**CAUT/Canada**) who told Congress that science policy had been hijacked by conservative governments and moved to market driven research. Academic freedom was under attack, he said, with the only protection being the fundamental tenets of academic freedom.

Four interventions were made:

Jean-Marie Lafortune (**FQPPU/Canada**) said the FQPPU was in favour of this resolution defending academic freedom and decent work in the sector. The resolution gave more impetus to a fight that has been ongoing over the last decade. Privatisation and the commodification of knowledge were issues in this sector, he said.

Pedro José Hernández Castillo (**ASPU/Colombia**) told Congress that, in Colombia, researchers had been killed because of their research. In Colombia and elsewhere, there was very little research on the social situation, he said, adding that, in less developed countries, the situation regarding research was very precarious.

Michael Delargey (**IFUT/Ireland**) highlighted how pure research is receiving less funding today, adding that academic and research freedom was under attack.

Yamile Socolovsky (**CONADU/Argentina**) said that academic work was becoming increasingly precarious, adding that the state had to ensure autonomy and academic freedom and invest in research. She also highlighted that academic power relationships were closely linked to economic power.

Resolution 2.6 was carried.

The resolution states that research is free and calls on **EI** to initiate a global campaign in support of freedom of research and academic freedom.

DELEGALISATION OF THE KOREAN TEACHERS AND EDUCATION WORKERS UNION (KTU)

Urgent Resolution 7.1 was moved by Sungho Byun (**KTU/South Korea**). The delegalisation of the KTU violated the most fundamental labour right, he said, adding that this was not a matter of law but a matter of basic human rights. The KTU was delegalised by the government over its continued representation of dismissed and retired teachers, whereas the government decreed that only active teachers can join a trade union.

The resolution was seconded by Correna Haythorpe (**AEU/Australia**) who said that many governments sought to undermine teachers' working conditions and capacity to mobilise. Too many unions in the Asia-Pacific region were faced with this anti-union agenda, she said, commending the KTU for its bravery.

One intervention was made:

Francisca Castro (**ACT/Philippines**) called for unanimous support for the resolution.

Urgent Resolution 7.1 was carried.

The resolution mandates **EI** to request the South Korean government to immediately withdraw its measures to delegalise the KTU, to amend the Trade Union and Labour Relations Adjustment Act and Teachers Union Act, and to comply fully with international standards respecting and promoting freedom of association for Korean educators.

7.2 PRESENTATION OF PROGRAMME AND BUDGET 2016-2019

The **General Secretary** introduced the proposed Programme and Budget for 2016-2019. It was seconded by Grahame McCulloch (NTEU/Australia).

The General Secretary said that the challenges facing teachers and the education sector required a confident and strategic programme which would help EI to reverse the threats faced by educators and put forward real policies to enhance the future lives of children and young people.

The programme before Congress identified five priorities, eighteen action targets and the seven tools EI had to achieve these targets. The budget gave an estimate of the cost of the activities EI hoped to undertake, as well as the income required to cover that cost, and a proposal to fix the EI membership fees in the coming four years.

The priorities identified were:

- (i) Advocating for stable long term funding of education and for protecting public education not least against the irrationalism of austerity.
- (ii) Raising the status of teachers and doing all EI can to achieve a strong self-confident teaching profession in every country.
- (iii) Ensuring EI has the strength and political strategy to protect teachers' trade union rights including the ability to tell truth to power.
- (iv) Support the values which make up stable, democratic and sustainable societies, including the values of equality and tolerance.
- (v) Strengthen EI and its member organisations and to mobilise and organise.

To ensure the most effective use of available funds, EI identified seven action tools which involved advocacy, research, information and communications, assistance to affiliates, organising and capacity building, special conferences, and advisory bodies. These tools have also been utilised to further expand the Unite for Quality Education Campaign. EI has estimated that the funds needed for its work towards the action targets, for the use of the action tools and for the Unite for Quality Education Campaign amount to €1.9 million per year (not including personnel costs).

The budget was divided into four sections: programme, governance, administration, and personnel costs. Programme activities represent 18 per cent of the budget. EI's governance budget facilitated its democratic functioning. The annual cost of the World Congress, Executive Board meetings, Regional Conferences, and Regional Committee meetings and other governance expenditures was estimated at approximately €1.5 million for 2016, which equalled 14 per cent of the total budget, with an increase of two per cent projected after 2016. The administration element of the budget covered the cost of office operations in Brussels, Accra, Kuala Lumpur, Suva, Beirut, and San Jose, amounting to approximately €1.7 million (17 per cent of the total budget). Personnel costs amounted to €5.3 million (about 51 per cent of the budget), paying for 85 staff working at EI's headquarters and regional offices. The total cost of EI's operations in 2016 will be €10,388,000, with a projected increase of two per cent per year in 2017, 2018, and 2019.

EI's projected income for 2016 was based on the expected dues-paying membership in 2015. In 2013, there was a decline in dues-paying membership at the ceiling rate, while dues-paying membership in countries with a GNI between US\$436 and US\$18,182 is on the rise.

EI had been able to propose a budget that would not require an increase of the per capita dues ceiling rate in 2016. And for 2017, 2018 and 2019, EI may be able to avoid increases also. It is hoped that the expected increase of expenditures will be covered by a growth of EI's dues-paying membership.

The Executive Board was asking delegates for a mandate to increase the ceiling



▲ Sungho Byun



▲ James Tweheyo



▲ Plenary view



▲ Fred van Leeuwen



▲ Jérôme Legavre



rate by a maximum of two per cent per year only when growth does not keep pace with the rising costs of our operations. No increase is proposed of the floor rate.

EI's dues rate is linked to the Gross National Income of the countries in which affiliates operate, with the per capita fee calculated as 1/12445 of the GNI. To avoid steep increases or decreases of EI per capita fees as a result of the fluctuation of GNI rates, the Board proposed to limit those increases or decreases by five per cent.

The General Secretary concluded by saying that it was remarkable how much EI was able to achieve on a modest budget. However, beyond 2019, he speculated that an operational budget of €11 million may not be enough if EI wants to keep pace with global developments increasingly affecting the education sector, union members and their students.

Two interventions were made raising concerns about the revenue from dues.

Odile Cordelier (**SNES-FSU/France**) said the Unite campaign was a positive initiative and said a new campaign on privatisation would help affiliates. She queried if additional programmes and activities could be set up, which would see an increase in the 18 per cent of the budget allocated to programmes. It was important that all affiliates could participate in EI events, she said, adding that the hoped-for increase in revenue from dues might not be feasible considering the financial difficulties facing many affiliates. She thanked the EI staff for all their hard work

Branimir Strukelj (**ESTUS/Slovenia**) said unions in Central and Eastern Europe had problems paying their dues as they also had to pay to maintain their union activities. A country's GNI could increase, he said, but the salaries from which fees are taken out could be frozen or decrease. Unions could not afford to pay all dues, he said, adding that the current system was not fair. ESTUS would not support this programme and budget, he concluded.

Responding to Branimir Sturkelj, **Grahame McCulloch** said that there was considerable force to the argument that some countries had a growing economy while salaries decreased at same time. The Executive Board had been given the authority to increase the dues at a ceiling rate at two per cent and had tried to keep it below that.

The **General Secretary** also responded, saying he did not think the system was unfair. The system is the fairest within the possibilities available to EI, he said. EI has to collect €11 million; if one part of the organisation paid less, another part has to pay more, he said. In the future, EI should look at whether there is a better system but the current system could not be qualified as unfair.

In response to remarks by Odile Cordelier, the General Secretary said EI should try to increase the percentage spent on programmes and should focus on strengthening the financial capacity of EI member organisations.

The Programme and Budget 2016-2019 as presented was adopted.

7.3 ADDRESS BY VIDEO MESSAGE FROM AMINA MOHAMMED, SECRETARY-GENERAL'S SPECIAL ADVISER ON POST-2015 DEVELOPMENT PLANNING

Quality in education and teaching is core to Sustainable Development Goal 4 (SDG4), according to **Amina Mohammed**, who is the UN Secretary General's Special Adviser on Post-2015 Development Planning, and who addressed Congress by way of a video message. Quality education is the single best investment in order to produce a just, prosperous and equitable society, she said, adding that SDG4 "will allow us to achieve a life of dignity for all".

7.4 RESOLUTIONS (CONT.)

GROUP F: THE WORLD WE WANT

PROMOTION AND PROTECTION OF STANDARDS AND VALUES IN THE WORLD

Resolution 4.1 was moved on behalf of the **Executive Board** by the General Secretary, Fred van Leeuwen. He told Congress that this resolution recognised four major interlinked challenges: the liberalisation of the economy, the lack of respect for agreed standards by governments, geopolitical shifts, particularly in Eastern Europe, and the rise of religious extremism. Society was changing, with market values spilling over into education and other areas of life, global shift of power from public authorities to the private sector, and deregulation of financial markets. Education can contribute to tolerance, understanding, and peace; it can build capacity to think creatively, critically and independently; it can undermine prejudice; and form a ladder of opportunity. Teachers themselves need an environment of respect and a broad framework of education, he said, adding that this resolution called on EI to work with its members and stay vigilant in response to these four global challenges. EI must continue to engage with the UN and other international organisations, he concluded.

The resolution was seconded by Juçara Dutra Vieira on behalf of the Executive Board. She highlighted that the impact of privatisation was not just about assets but also about the privatisation of the consciousness and intolerance, increasing competition affecting education, and standardised tests in schools. She drew Congress' attention to paragraph 9 of the resolution which mentions a new meaning for global citizenship that expands the human, social, and collective rights of people. This was significant for the teaching profession, she said, adding that there was a need to expand and deepen democracy within government bodies. This would arise with more activism from civil society, particularly that represented by educators.

Seven interventions were made:

Lorretta Johnson (**AFT/USA**) cautioned against privatisers that wanted an increased role in education and also against the twisted use of religion and ideology which removed basic human standards.

Lorena Margarita Zacarías Contreras (**SNTE/Mexico**) said trade unions must have links with society and build a programme of social activities that benefits teachers, unions and their values. Schools must reflect these values and be free from violence.

Gabriel Caldentey Ramos (**STES-I/Spain**) agreed with the resolution but queried its Spanish translation which said that the IMF, World Bank and the OECD contributed in strengthening the teachers' unions' fight against privatisation. He said these were not international or supranational institutions that strengthened the fight of teachers against privatisations. He asked for a technical explanation on this point which STES-I/Spain would like to change.

Terje Skyvulstad (**UEN/Norway**) said unions needed to protect both agreed standards and their shared values. Governments and institutions needed to be reminded regularly of their role and unions needed to show the contribution that education makes to these values.

Marc Delepouve (**SNESUP-FSU/France**) supported the resolution but highlighted that his union thought two elements could also have been included, namely the environment and global issues such as climate change and the discrepancies between countries. Global warming called for mass mobilisation around the world, he said.

Farah Abdillahi Miguil (**SYNESED/Djibouti**) said that, in many countries,



▲ Amina Mohammed



▲ Diana Marcus and Tiffany Back



▲ Lorena Margarita Zacarías Contreras



▲ "Flip the System" launch



▲ The Tellers



unionists were considered as terrorists and there were many examples of rights violations, such as detentions and confiscated passports. He thanked EI for its support of SYNESED.

Eduardo Pereyra (**CTERA/Argentina**) queried the phrase in the resolution 'Global commitment with other institutions reinforces the fight of teachers'. He thought this phrase contradicted the resolution as CTERA did not think that these big organisations benefitted public education or strengthened teacher union capacity.

In response to Eduardo Pereyra and Gabriel Caldentey Ramos, the **General Secretary** agreed that both delegates were asking the same thing: whether the IMF and the World Bank should not be mentioned as one of the international agencies that were part of the problem and not part of the solution. He said Point 15 in the resolution was quite clear in saying that EI should engage with these institutions to address their role. That did not mean that EI should start developing partnerships with these organisations; on the contrary, EI should talk to them and adjust their policy. The General Secretary said it was clear that this resolution wants EI to address the question of rights, social and economic issues by having meetings with the IMF, the World Bank etc and reminding them of their responsibility. The resolution should not be read as EI's approval of what those organisations were doing.

Resolution 4.1 was carried.

As a result of this resolution, **EI** will continue to seek to influence the UN in the post-2015 period and process, and will also strive for a stronger presence and role of civil society in all relevant UN mechanisms, including the Security Council.

PUBLIC RESEARCH AND THE ENVIRONMENTAL CRISIS

Resolution 4.5 was moved by Patrick Monfort (**SNCS-FSU/France**) who said that, given the gloomy future of the planet and the increasing importance of sustainability for development, attention for the environmental crisis and public research was vital. It was important that EI supported policies for environmental sustainability, he said, adding that there was a need for decent and ecological jobs.

The resolution was seconded by Jeannie Rea (**NTEU/Australia**) who said climate change was denied equal time in the media. She addressed the critical need for adults to have opportunities to learn about climate change and its consequences for people's health and wellbeing. Educators should be able to teach children using resources. Research was about finding facts, establishing new knowledge, and contributing to debate. Governments must invest in research but respect academic freedom.

One intervention in support of the resolution was made:

Yolanda Martinez Mendoza (**SNTE/Mexico**) told Congress that the environmental crisis had reached worrying levels and this could only be challenged through systematic and public research. Public research must deal with the challenges of our time, she concluded.

Resolution 4.5 was carried.

In the resolution, EI affirmed that it is essential for public research to contribute to resolving the environmental crisis. However, steering research in the directions intended to resolve the economic and environmental crisis created by neo-liberalism, without challenging the economic system, can only generate the same consequences as those that have already occurred.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Resolution 1.9, which sought to prioritise the role and importance of education in sustainable development, was moved by Line Camerlain (**CSQ/Canada**). Education has a major role to play in combatting climate change, she said, adding that it was crucial to raise young people's awareness about the importance of protecting the environment. She highlighted CSQ's role in creating a movement of green schools, where thousands of people took concrete action for the environment on a daily basis.

The resolution was seconded by Sema Blegne (**SNEAB/Burkina Faso**) who said education for sustainable development should be at the heart of EI's commitment.

There were two interventions made:

John McDonald (**AFT/USA**) said students and colleagues should continue to be educated on this issue, adding that the AFT had joined brothers and sisters in environmental groups.

Maria Esmeralda Martinez (**SNTE/Mexico**) said trade unionists and teachers should be very clear about their role in making a difference through the education of the next generation. All of EI's affiliates have a commitment to train and professionalise our teachers, she said, adding that this resolution allowed educators to move this environmental agenda forward.

Resolution 1.9 was carried.

As part of this resolution, Congress encouraged **EI's affiliates** to raise their members' awareness of environmental issues and take steps in order to integrate ESD into trade union action and demands and lobby governments to meet their responsibilities.

ACCELERATED ACTION AGAINST CHILD LABOUR IN CONNECTION WITH THE POST-2015 SUSTAINABLE DEVELOPMENT GOALS

Resolution 4.2 to accelerate moves to eradicate child labour was moved by James Tweheyo (**UNATU/Uganda**). He said 168 million children were still in involuntary child labour in many countries, such as Mali, Morocco, India, Indonesia, Pakistan, and Turkey, despite efforts made by EI and its allies. These children were denied their right to education, and their health and their development was in danger. Yet, the damage to these children was still being ignored, he said, urging Congress to adopt this resolution.

Seconder Stavri Liko (**FSASH/Albania**) told Congress that this resolution called for further actions by education trade unions in collaboration with other unions, civil society organisations, governments and international institutions to eliminate child labour.

Three interventions were made:

Khaled Al Hababeh (**GUWT/Jordan**) said eradicating child labour was also one of the targets of the post-2015 development agenda. Child labour had to be seen in the context of decreasing education funding, larger class sizes etc. leaving parents with no other choice than sending their children to work rather than school. Child labour sometimes involved the sexual and physical exploitation of children too, he said.

Mary Armstrong (**AFT/USA**) said the AFT had adopted resolutions in parallel to EI resolutions at its annual conferences. EI's work on child labour should be recognised and publicised widely, she said.

Soralla Bañuelos de la Torre (**SNTE/Mexico**) said child labour affects the development of children and is caused by poverty. Poverty is increasing and, consequently, more than two million children are out of school in Mexico, she said. Child labour was a violation of children's rights and there was nobody better than teachers to defend the right of all children to quality education, she said.



▲ Terje Skyvulstad



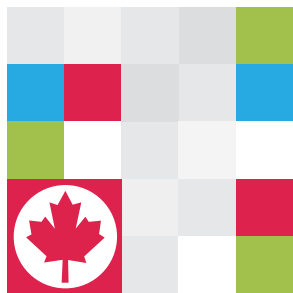
▲ Maria Esmeralda Martinez



▲ José Edgardo Morales Romero



▲ Katsuri Sree Revi



Resolution 4.2 was carried.

Amongst other recommendations in this resolution, Congress urged **affiliates** to seek cooperation with other education unions, sectoral unions and civil society like-minded organisations, nationally and internationally, to advocate for a decisive enforcement of legislation by all governments in line with ILO Conventions and Sustainable Development Goals.

7.5 EI AWARDS

A ceremony was held late on Saturday afternoon to honour the recipients of the 2015 EI Awards.

Dr Luisa Bautista Yu from the Philippines received the **Albert Shanker Education Award** for resolute and effective action to resume education after typhoon Haiyan wreaked devastation in the Philippines in November 2013.

In accepting the award, Dr Yu said: "In my 42 years in the profession, I have witnessed the transformation of education in my country. As an education leader, my work is to inspire and push us forward in our struggle for quality education for all. Every teacher must have one goal: to make a difference in the lives of the learners. My biggest reward is knowing from my students that I have made a difference in their lives."

Ahmed Jassam Salih Al-Shiblawi from Iraq received the **Mary Hatwood Futrell Human and Trade Union Rights Award** for his brave work in defence of trade union rights in Iraq, despite attacks on teachers' unions and their members by religious extremists and hostile public authorities.

In accepting the award, he outlined the challenges facing the ITU, including the government's prevention of the union's elections; the ISIS occupation of several Iraqi provinces, its treatment of teachers and looting of schools, and its substitution of the official education curricula with religious books. "This award has given me further responsibility and additional motivation to restore and sustain essential services, provide women and youth with a bigger role, and to strengthen human rights, justice and equality regardless of discrimination... We plead with EI to support the ITU and KTU to face and confront our challenges and to support the training of teacher unionists. Secondly, we ask you to include in your final communique to ask the Iraqi government to lift its grip on ITU and allow them to carry out elections. And, finally, we ask you to support and assist internally displaced peoples, students, and teachers morally and financially."

The ceremony was followed by a theatrical performance: *Speak Truth to Power*. Based on material developed by the Robert F. Kennedy Center for Justice & Human Rights, award-winning playwright Ariel Dorfman adapted interviews from leading figures in the area of human rights. A series of these monologues were performed by EI leaders at the end of the ceremony.



Dr Luisa Bautista Yu



Ahmed Jassam Salih Al-Shiblawi

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8.1 RESOLUTIONS (CONT.)

EDUCATION, PEACE AND JUSTICE IN CONFLICT AREAS

Resolution 4.3 to encourage the development of resources on conflict resolution and the promotion of education facilities as safe places was moved by Philippa Hardy (**NUT/UK**). She said public education was a public good and should take place in a safe environment. A reflective response to violence was necessary and the NUT has worked to help children to explore their self-identity, and also facilitated this work with the GUPT. People who understood their own rights could go on to campaign for the rights of others and for peace and justice, she said, adding that such campaigns needed to be done for those who are targets of attacks for criminal, military, sexual or segregational reasons. In addition, a global response was needed to ensure that schools are safe places and do not witness abduction of students or teachers.

The resolution was seconded by Larry Flanagan (**EIS/Scotland**) who recalled the Dunblane school massacre in Scotland in 1996. While this was a one-off incident in Scotland, he said, it was too commonplace in other areas. At a global level, EI needed to support colleagues who faced violence daily, he said.

Amendments:

Amendment (a) to delete the words “good practice” and substitute “relevant practices” in paragraph 8. was moved by Line Camerlain (**CSQ/Canada**) and seconded by Frédérique Rolet (**SNES-FSU/France**).

Amendment (a) was carried.

Amendment (b) to insert the words “and identify classroom resources developed by EI affiliates, NGOs and partners” in paragraph 8b between “its own resources” and “on conflict resolution” was moved by Tim Parker (**NEA/USA**). He said it was important to address the phenomenon of schools being taken as a prize in conflict areas. And he acknowledged that some member organisations had developed resources on this issue that could be helpful to all member organisations. The amendment was seconded by Trudy Kerperien (**AOb/Netherlands**).

Amendment (b) was carried.

Four interventions were made:

Henri Nouri (**SNES-FSU/France**) spoke in support of the resolution. He said youth unemployment as a result of austerity policies and structural adjustment plans led to increased tension, hate, and exclusion being taken out on schools and teachers. Extremism was increasing, he said, and teachers were targeted by extremists as education could disrupt the influence of extremists and their ideas.

Jean Kamdem (**FESER/Cameroon**) said Cameroon was confronted by an education deficit due to war, adding that it was important to work for peace and justice education in conflict areas. In addition, he said war prevention programmes needed to be prepared.

Tim Stoelb (**AFT/USA**) said school safety plans must be developed to enhance safety and help people to recover their lives. It would take the collective efforts of parents, schools, the police, and the wider community to counteract violence. Terrorism cannot be solved in one day, he said, but unions could show the world that they could defend quality education.



▲ Elie Wiesel (Cassandra Hallett DaSilva)



▲ Frank Mugisha (Patrick Roach)



▲ Diana Ortiz (Lily Eskelsen)



▲ Wilton Littlechild (Danièle Lafrenière)



▲ Malala Yousafzai (Lorretta Johnson)



▲ Mariam Wright (Yamile Socolovsky)



Marvie Sagun (**TOPPS/Philippines**) said schools had been improperly and illegally used in the Philippines, including as barracks, adding that TOPPS supported the UN's global movement for non-violence, tolerance and solidarity.

Resolution 4.3 as amended was carried.

The resolution instructs the **Executive Board** to encourage affiliates to promote peace, justice and conflict resolution. And it urges affiliates to press governments to adopt and endorse international guidelines for protecting schools and universities from military use during armed conflict.

EDUCATION AND EXTREMISM

Resolution 4.4 was moved by Arthur Frederick Brown (**NASUWT/UK**), who recalled the acts of war or terrorism that had occurred during 2015 in countries such as Syria, Iraq, the USA, France, Nigeria, the Philippines, Kuwait. People can be positive about the future if extremists are managed, along with those who influence people in a negative way to commit violent acts based on false ideologies, deliberate attacks on schools, teachers and students. He highlighted that, in Ireland, schools provided safe havens for the discussion of conflict issues. A democratic and inclusive society can be fostered by education and teacher unions, he said, calling on unions to stand firm against those governments that restrict human rights. The resolution was seconded by Aurelia Sarrasin (**SNES-FSU/France**).

Amendments:

Amendments (a) and (b) were moved by Valérie Sipahimalani (**SNES-FSU/France**). Amendment (a) to remove the word "violent" in paragraphs 1, 2, 3, 10, and 12 was seconded by Rossella Benedetti (UIL-S/Italy). Amendment (b) to insert "and must" after "education trade unions can...." in paragraph 11 was seconded by Kathy Wallis (**NASUWT/UK**). In proposing the amendments, Valérie Sipahimalani said it was everyone's duty to fight violence.

Amendments (a) and (b) were carried.

Amendment (c) to delete all the words after "internationally" and substitute "emphasizing inclusive education for all as an important preventive measure which promotes citizenship, strengthens critical thinking and teaches to understand and accept differences of opinion, conviction and belief while respecting the rule of law, diversity and equality" was moved by Jeanette Sjøberg (**DLF/Denmark**). She said the teaching of basic common values had to be strengthened and basic rights had to be promoted and discussed. Educators were the key to teaching students about common values, democracy and citizenship, she concluded. The amendment was seconded by Robert Fahlgren (**Lärarförbundet/Sweden**) who said that good teachers were vital for inclusive education, thus teachers needed to be well-qualified and trained.

Amendment (c) was carried.

Amendment (d) to insert the words "and ethical foreign policies" in paragraph 14 between "association" and "as key pillars" was moved by David Harvey (**NUT/UK**) and seconded by Larry Flanagan, (**EIS/UK**). David Harvey highlighted that democracy, freedom of thought and of association were global values. He recalled the General Secretary's speech advocating that unions should not rely on their governments. The NUT delegate said EI needed policies based on human rights, quality education for all, and not based on seeking to control natural resources.

Patrick Roach (**NASUWT/UK**) opposed the amendment. He cautioned about the unclear definition of "ethical foreign policy", which could leave the door open to interpretations of such policies by governments to which EI



Amendment:

Amendment (a) was withdrawn.

Three interventions were made:

Nehme Mahfoud (**TSL/Lebanon**) said that unions in Lebanon had been marginalised, and their demands on wages and respect of their rights had not been met. The numbers of displaced students from Palestine, Iraq, and Syria were growing, with increasing pressure imposed on the Lebanese education system.

Abdelaziz Iouy (**SNE-FDT/Morocco**) said the IMF and World Bank were violating the rights that had been achieved by the Arab people.

Mais Jamalla (**GUWKPS/Palestine**) said Palestine and its schools had suffered under Israeli oppression and that she had witnessed the detention of family and friends throughout their education.

Resolution 2.10 was carried.

The resolution resolves that **EI and its affiliates** will call on the global community to provide the needed resources to aid in the education right of a whole generation of refugee children. It also makes commitments around ending the use of child soldiers and sexual exploitation and supporting affiliates in the EI Arab Countries Cross-Regional Structure to advocate on behalf of children's right to equal education opportunities.

8.2 ADDRESS BY SHARAN BURROW, GENERAL SECRETARY, ITUC

Sharan Burrow, General Secretary, ITUC, told Congress the story of Hussein (14), a Syrian refugee seeking refuge in Turkey. She said the refugee crisis was the worst since World War II, with wealthy nations denying refugees and asylum seekers the dignity of rights and the optimism to live without fear of deportation.

She reminded Congress that the fundamental freedoms of peace, democracy, freedom of association, labour rights, decent work, free education and social protection were slipping away in too many parts of the world. She highlighted the threats against the KTU and the anti-union legislation in Canada and the UK.

In addition, corporatisation has spread to education. *"The spread of for-profit schools has no place in a just world. When you look at Ghana, where a child is forced to work to pay their fees for school, this is not acceptable on our watch. Every child has a right to free universal quality education."*

She painted a picture of the global workforce, made up of around 2.9 billion people. Only 60 per cent have a job in the formal economy, with the majority in precarious work. Forty per cent are struggling in the informal economy with no minimum wage or income, no social protection and excluded from legislated labour rights. Around 30 million people are enslaved in forced labour.

She highlighted the challenges facing unions, with arrests and murders on the increase, including in European countries where workers in Spain face jail for striking against austerity or migrant workers risk their lives for the right to work. She recalled the arrest of the Iranian teachers' union delegate who wanted to attend the 7th World Congress and the consequential arrest of 100 of those demonstrating for his release.

The ITUC General Secretary also highlighted the need for just transitions around climate change. *"The challenge to decarbonise our world is a task for all of us. Jobs are already being lost and workers and their communities have a right to know how their governments and their employers plan to decarbonise our economies."*

8.3 REPORT FROM RESOLUTIONS COMMITTEE

Resolutions Committee Chair **Patrick Roach** presented Congress with a Statement on Israel and Palestine and said that *Resolutions 4.7, 4.8, and 4.9* **had been withdrawn** by their proponent unions. He acknowledged that the Israeli and Palestinian affiliates had issues with parts of the statement.

The statement **was adopted** by acclamation.

8.4 RESOLUTIONS (CONT.)

GROUP G: EI STRUCTURES AND DUES

PREPARING EI TO MEET FUTURE CHALLENGES

Composite Resolution 6.1 and 6.2 was moved by Dennis Van Roekel on behalf of the **Executive Board** who said that EI had doubled the number of its affiliates since 1993. EI had made adjustments to its structures but it now had to meet new challenges, such as globalisation, privatisation and commercialisation; the right to education, quality and equity; human and trade union rights; the negative impact of austerity, and debt; and the need to improve the status of the teaching profession and its unions. A review of dues, EI's source of revenue, governance structures, and investment in staff was necessary.

The resolution was seconded by Johanna Jaara Åstrand (Lärarförbundet/ Sweden) who said this was the right time for EI, a respected partner in international fora where education is discussed, a loud voice within a professional development of teachers, and a mature and well-established global federation of unions to look at its structures and develop further to meet future challenges.

Eleven interventions were made:

Grahame McCulloch (**NTEU/Australia**) said this review should be encouraging and not discouraging and must not be a simple bureaucratic exercise. He addressed two considerations in this structure review: (a) the need for an active role for the regions; and (b) the need for EI to be more effective and efficient with regard to ESP, ECE, and higher education.

Marc Delepouve (**SNESUP-FSU/France**) offered full support to this resolution, saying it was pivotal at the moment. He said the voting weight of unions from rich countries needed to be addressed.

Odile Cordelier (**SNES-FSU/France**) said this resolution would enable a roadmap to be drawn to achieve the objectives listed earlier in Congress. Democratic consultations and processes should be respected and should engage various regional bodies, structures and member organisations, she said.

Marlis Tepe (**GEW/Germany**) said unions were working towards transparency and participation, with a particular focus on intergenerational dialogue and the voices of women. In EI, the question was how to link its different levels.

Claudio Franchi (**FLC-CGIL/Italy**) said EI needed to build an even stronger organisation that supports its members and keeps up the fight for workers, for quality education, for democracy.

Dorte Lange (**DLF/Denmark**) said the DLF had high hopes for the development of EI and member organisations. We are happy that it was impossible for the amendments to be integrated in the composite resolution.



▲ Alain Pelissier



▲ Sharan Burrow



▲ Valérie Sipahimalani et Jean-Hervé Cohen



▲ Rufino Murillo Turcios



▲ Princess Moss



Matthew McGowan (**NTEU/Australia**) also spoke to support the resolution. He asked EI that particular attention be given to the representation and participation of ESP and higher education when considering future structures.

Samuel Dembele (**SNESS/Burkina Faso**) said that support must be given to organisations in Africa that are trying to meet EI's requirements despite the difficulties they face. He congratulated EI for the work accomplished to date.

Eduardo Pereyra (**CTERA/Argentina**) said CTERA would do everything it could to contribute to the process of making EI stronger and more democratic.

John Quessy (**IEU/Australia**) asked that, in its review, EI reflect on the inclusiveness of colleagues who represent faith-based schools and teachers, which consists of 20 per cent of EI membership.

Gabriel Caldentey Ramos (**STES-I/Spain**) said it was important that EI had a structure that defended the values that were reaffirmed at the 7th World Congress, given the attacks on human and trade union rights in the regions.

Composite Resolution E: 6.1 and 6.2 was carried.

Composite Resolution 6.1 and 6.2 mandated the **Executive Board** to undertake a formal review of the entire organisation, its roles and operations; to consult its regional bodies and affiliates; to establish working groups as appropriate to support this work; to prepare and disseminate appropriate paperwork for the next Congress in 2019.

GROUP H: SOLIDARITY AND UNITY

INTERNATIONAL COOPERATION AND MOBILISATION

Resolution 5.1 was moved by Marc Delepouve (**SNESUP-FSU/France**) who said technology needed to be shared, research in low- and middle-income countries funded, public education financed, teachers trained well, and higher education further developed in order to confront the massive global challenges – from democratic to environmental – facing humanity.

The resolution was seconded by Amadou Diaoune (**SUDES/Senegal**) who said strong solidarity was required to confront global challenges. SUDES stressed the need for scientific cooperation between the universities of the South and the North and called on EI to ensure that university representatives were represented and consulted.

There was one intervention:

María Antonieta García Lascurain Vargas (**SNTE/Mexico**) said Mexico was part of Latin America and also part of the North American and Caribbean region. She highlighted the need for the development and promotion of research.

Resolution 5.1 was carried.

Resolution 5.1 mandated EI's **Executive Board** to organise an internal campaign contributing to the mobilisation and solidarity of humanity.

ADVOCACY FOR THE INTRODUCTION OF A LEGAL FRAMEWORK GOVERNING WORKING CONDITIONS IN THE NON-PUBLIC EDUCATION SECTOR IN HAITI AND CAMPAIGN FOR UNIONISATION IN THIS SECTOR

Resolution 5.3 was moved by Georges Wilbert Franck (**UNNOEH/Haiti**) who said education in Haiti was vulnerable to privatisation and commercialisation. Teachers in the private sector had no specific provision, no status, no decent wages, no social advantages, no right to unionisation or collective bargaining. He called for support in their fight against the government. The resolution was seconded by Caroline Senneville (**FNEEQ-CSN/Canada**).

There were two interventions:

Lorretta Johnson (AFT/USA) supported the resolution, saying that the challenges faced by workers in Haiti were similar to the ones witnessed in the US, where people are subjected to poor working conditions. The advantage of a global federation was the support affiliates could give each other, she said.

Robens D'Haiti (UNNOEH/Haiti) said his union wanted to work to improve the working conditions of colleagues in Haiti. Resolution 5.3 would support this work.

Resolution 5.3 was carried.

Resolution 5.3 mandated **EI** to provide support to the UNNOEH/Haiti in its lobbying efforts in Haiti and to encourage the efforts of Haitian trade unions committed to promoting the right to organise in Haitian non-public schools.

NORTH AMERICA AND CARIBBEAN REGION

Resolution 3.6 was moved on behalf of the **Executive Board** by Davanand Sinanan (T&TUTA/Trinidad and Tobago), who said educators had a duty to speak out about human trafficking, a form of modern slavery. Globally, human trafficking was estimated to generate more than €36 billion dollars a year, putting hundreds of thousands of children at risk of being trafficked for exploitative sex and forced labour, suffering many abuses and sacrifices, including being deprived of education.

The resolution was seconded by Emily Noble (CTF-FCE/Canada) who said Indigenous, Aboriginal, and young people are being trafficked and exploited in sickening numbers.

Amendments:

Amendment (a) to delete “distribute classroom tools for teachers” in paragraph 5c and substitute the words: “or identify existing classroom tools developed by EI affiliates, NGOs and partners, for dissemination to affiliates. These are for educators to” was moved by Gladys Marquez (**NEA/USA**). She encouraged EI to facilitate the sharing of quality materials on trafficking to alert educators what to do when they recognise the early signs of trafficking and inform youth about it. The amendment was seconded by Byron Farquharson (**JTA/Jamaica**).

Amendment (a) **was carried.**

Resolution 3.6 as amended was carried.

Resolution 3.6 commits **EI** to actively engage in the fight to end human trafficking in cooperation with international organisations and civil society. It calls on EI to inform and educate member organisations and assist in identifying and mitigating trafficking. And, it mandates EI to develop and distribute classroom tools for teachers to alert youth on trafficking so that they could better protect themselves and others from becoming victims of human trafficking.

URGENT RESOLUTIONS**SITUATION OF COLOMBIAN TEACHERS**

Urgent Resolution 7.2 called on EI and its affiliates to support FECODE in its campaigns in Colombia. It was moved by Pedro José Hernández Castillo (**FECODE/Colombia**) who called on the Congress to support FECODE's demand that the Colombian Government fulfil the Memorandum of Agreement and that both the government and insurgents keep negotiating to find a peaceful resolution. “We need to make sure that schools are safe sanctuaries across the globe,” he said.



▲ Samuel Dembele



▲ Eduardo Pereyra



▲ María Antonieta García Lascurain Vargas



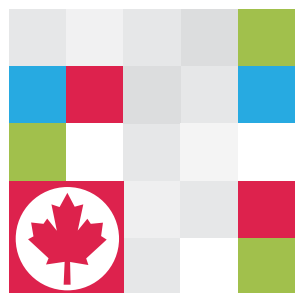
▲ In the plenary



▲ Luis Alberto Grubert Ibarra



▲ Juan Bautista Monserrat



The resolution was seconded by Juan Bautista Monserrat (**CTERA/Argentina**) who said it was absolutely vital for EI to bring pressure to Colombia in support for the FECODE's fight.

Urgent Resolution 7.2 was carried.

The 7th World Congress exhorted **EI and its affiliates** to support FECODE in its advocacy and campaigns.

SOLIDARITY WITH NEPAL

Urgent Resolution 7.4 acknowledged that the disastrous events in Nepal had raised the urgent need for teacher unions to strengthen their capacity to provide disaster preparedness at national and international levels. It was moved by Keshab Niraula (**NTA/Nepal**) who said teachers had lost their lives and schools were destroyed in the massive earthquake that had hit Nepal. He recalled the visit to Nepal by EI's General Secretary immediately after the earthquake to show solidarity and support and called for long-term support to need to rebuild the union's capacity.

The resolution was seconded by Joseph Jovellanos (**SMP-NATOW/Philippines**) who said the Philippines had also witnessed a lot of natural disasters and knew how painful it was to lose students and colleagues. Yet the struggle for quality education continues despite natural disasters, he said, urging solidarity with EI's Nepali colleagues.

Urgent Resolution 7.4 was carried.

The resolution acknowledges that the disastrous events in Nepal have raised the urgent need for teacher unions to strengthen their ability in disaster preparedness at national and international events.

TEACHERS' RIGHTS IN IRAN

Urgent Resolution 7.5 was moved by Patrick Roach (**NASUWT/UK**) who said working conditions and trade union rights were deteriorating in Iran. He highlighted the case of Iranian colleagues who were detained when seeking to obtain a visa to attend Congress in Ottawa. Trudy Kerperien (**AOb/Netherlands**) seconded the resolution, adding that five Iranian teachers were in prison instead of in a classroom. She urged delegates to continue fighting against the violation of trade union rights.

Urgent Resolution 7.5 was carried.

The resolution commits EI to continue to campaign to secure the rights of teachers and trade unionists in Iran, to call on the Iranian authorities to commit to respecting fully international labour standards, and to continue to mobilise member organisations to campaign to secure the release from prison of those Iranian teacher trade unionists who have been imprisoned unjustly.

SOLIDARITY WITH IRAN TEACHER UNIONISTS

Urgent Resolution 7.6 on behalf of **CCITTA/Iran** was moved by EI General Secretary Fred van Leeuwen as the CCITTA leaders were detained. The General Secretary said the arrested teachers had been released after they were forced to sign a pledge that they would never participate in such activities. However, six members were still detained. He said that EI would start to organise a mission to Iran and that EI needed to send a strong message that it would not tolerate the violation of human and trade union rights of the people of Iran.

The resolution was seconded by Mugwena Maluleke (**SADTU/South Africa**) who said that all forms of violations of human and trade union rights must be condemned. He added that it was deeply disappointing that the current Iranian regime was based on religion and exclusion. Teachers are key to a democratic and free Iran, she concluded.

Urgent resolution 7.6 was carried.

Amongst other things, the resolution states EI's support for CCITTA's activities, and for pressure on the Iranian government to respect internationally recognised rights, and for the release of imprisoned unionists.

8.5 UNFINISHED BUSINESS AND/OR RESOLUTIONS**APPEAL REGARDING MEMBERSHIP OF ZENKYO**

SNES-FSU/France withdrew its appeal regarding the refusal of EI membership to ZENKYO/Japan.

8.6 DISTINGUISHED ASSOCIATES

The Chair introduced the following individuals who were made Distinguished Associates of EI in recognition of their contribution to the development of education and trade unionism within EI:

| | |
|--------------------|---------------------|
| Adolph Cameron | JTU/Jamaica and CUT |
| John Bangs | NUT/UK |
| Morten Brynskov | BUPL, Denmark |
| Calvin Fraser | CTF-FCE/Canada |
| Hans Ole Frostholm | DLF/Denmark |
| Krishna Datt | COPE and FTU/Fiji |

8.7 PRESENTATION OF OUTGOING EXECUTIVE BOARD MEMBERS

The Chair invited the outgoing Executive Board members to the platform and thanked them for their contribution to EI. They were:

| | |
|----------------------|------------------------|
| Irene Duncan-Adanusa | GNAT/Ghana |
| Juçara Dutra Vieira | CNTE/Brazil |
| Dennis Van Roekel | NEA/USA |
| Ryosuke Kato | JTU/Japan |
| Maria Teresa Cabrera | ADP/Dominican Republic |
| Ragnhild Lied | UEN/Norway |
| José Campos Trujillo | FECCOO/Spain |
| Grahame McCulloch | NTEU/Australia |
| Lok Yim Pheng | NUTP/Malaysia |
| Margaret Rwabushaija | UNATU/Uganda |
| Emily Noble | CTF-FCE/Canada |

8.8 INTRODUCTION OF NEW EXECUTIVE BOARD MEMBERS

President Susan Hopgood invited the new members of the Executive Board to the platform and introduced them to Congress. They were:

| | |
|-------------------------|--------------------|
| Mugwena Maluleke | SADTU/South Africa |
| Yasunaga Okamoto | JTU/Japan |
| Marlis Tepe | GEW/Germany |
| Roberto Franklin de Lao | CNTE/Brazil |
| Lily Eskelsen García | NEA/USA |
| Olukoya Michael Alogba | NUT/Nigeria |



▲ Claudia Gisela Ramírez Monroy



▲ Distinguished Associates



▲ Distinguished Associates



▲ Outgoing Executive Board Members



▲ New Executive Board Members



▲ New Executive Board Members



| | |
|------------------------|----------------------------|
| Marième Sakho Dansokho | SYPROS/Senegal |
| Francisca L. Castro | ACT/Philippines |
| Ram Pal Singh | AIPTF/India |
| Johanna Jaara Åstrand | Lärarförbundet/Sweden |
| Sławomir Broniarz | ZNP/Poland |
| Sonia Alesso | CTERA/Argentina |
| Juan Díaz de la Torre | SNTE/Mexico |
| Randi Weingarten | AFT/USA |
| Dianne Woloschuk | CTF-FCE/Canada |
| Okju Bak | KTU/South Korea |
| Laurent Escure | UNSA-Education/France |
| Steffen Handal | UEN/Norway |
| Luis Grubert Ibarra | FECODE/Colombia |
| Daniel B. Lafrenière | CSQ/Canada |
| Manuela Mendonça | FENPROF/Portugal |
| Patrick Roach | NASUWT/UK |
| Davanand Sinanan | T&TUTA/Trinidad and Tobago |
| James Tweheyo | UNATU/Uganda |

8.9 PRESIDENT'S CLOSING REMARKS

At the end of five days of debate, networking, and sharing of ideas and best practice, **El President Susan Hopgood** delivered her closing remarks.

Commercialisation and privatisation in and of education will be at the heart of El's agenda for the next four years, she said. It is a *"threat that poses great harm to the greatest enterprise of our society: quality public education. We leave here united, ready to fight against the scourge of private enterprise in our classrooms."*

If the new global Sustainable Development Goals are to succeed, El must use its standing to ensure quality education for all finally becomes reality for every child, she said.

Congress had reaffirmed El's commitment to trade union rights, she continued. *"They are the foundation on which El stands. They are the fundamentals of a decent society, which is why our work will never be complete until all of our sisters and brothers enjoy them equally. We have identified where in the world we are faced with our greatest threats. We have heard the stories first-hand from Greece and South Korea. And we are all too aware of our colleagues in Iran who have been denied their rights by their absence here in Ottawa."*

She told Congress that there is no more essential right than of a child's right to a quality education. *"This is why safe schools are essential. Schools, teachers, and students should not and cannot be the targets of armed conflicts. We see too often now that schools are being used as a pawn in war. This week we witnessed the murder of innocent students in Turkey, on their way to help children who fled the war in Syria. This must stop."*

The President also praised the work of ESP and called for investment in young educators.

Concluding her remarks, she said: *"This congress was about values in the world. It was about union values, educator values, and societal values. We are here to make a better world."*

8.10 CLOSING CEREMONY

Congress delegates were entertained by a farewell ceremony developed by **Denis Saumure** (member of AEFO, an affiliate of the Canadian Teachers' Federation) and **students from Ecole élémentaire Saint-François-d'Assise, Ottawa**; and **Chantale Donaghy** (member of OECTA, affiliated to CTF as well) and **students from Mother Teresa High School, Ottawa**.

At the end of the performance, the President indicated that, in accordance with the established sequence among the Regions, the next Congress would take place in the Asia-Pacific Region, and adjourned the 7th World Congress.



▲ Susan Hopgood



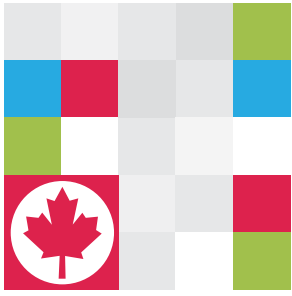
▲ Susan Hopgood



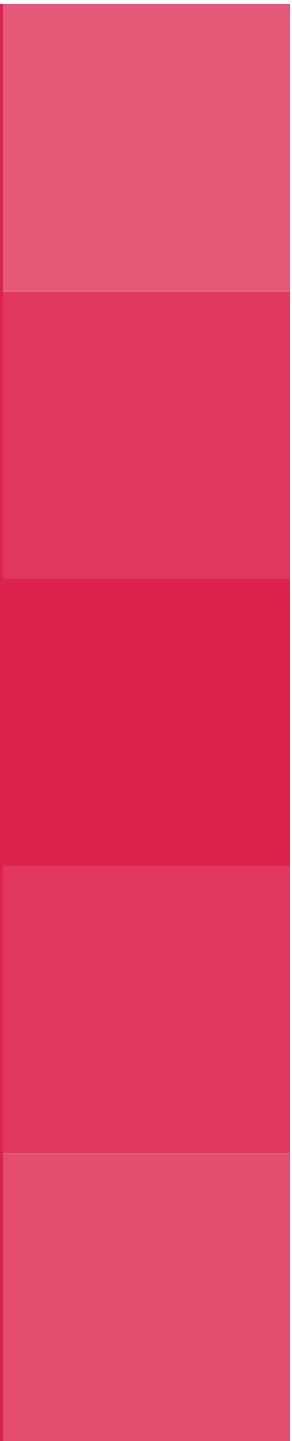
▲ Closing Ceremony



▲ Closing Ceremony



UNITE FOR QUALITY EDUCATION
Better education for a better world



Thank you, EI staff, volunteers, Shaw Centre staff, and Freeman staff for your dedication and engagement!



▲ Staff meeting



▲ Video mixing desk



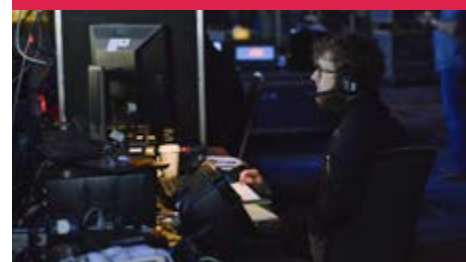
▲ Volunteers



▲ Audio/Video technicians



▲ Bag packing



▲ Screen operator

All pictures taken by:
François Beauregard (CSQ)
and Gabriel Castro (EI Latin America)
with some additions from:
Patrick Jean (CTF-FCE),
and Quinn Brown (Freeman)

More photos available at:
<https://www.flickr.com/photos/educationinternational/albums>



UNITE FOR QUALITY EDUCATION
Better education for a better world



Proceedings Report

Education International 7th World Congress

OTTAWA 2015 



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